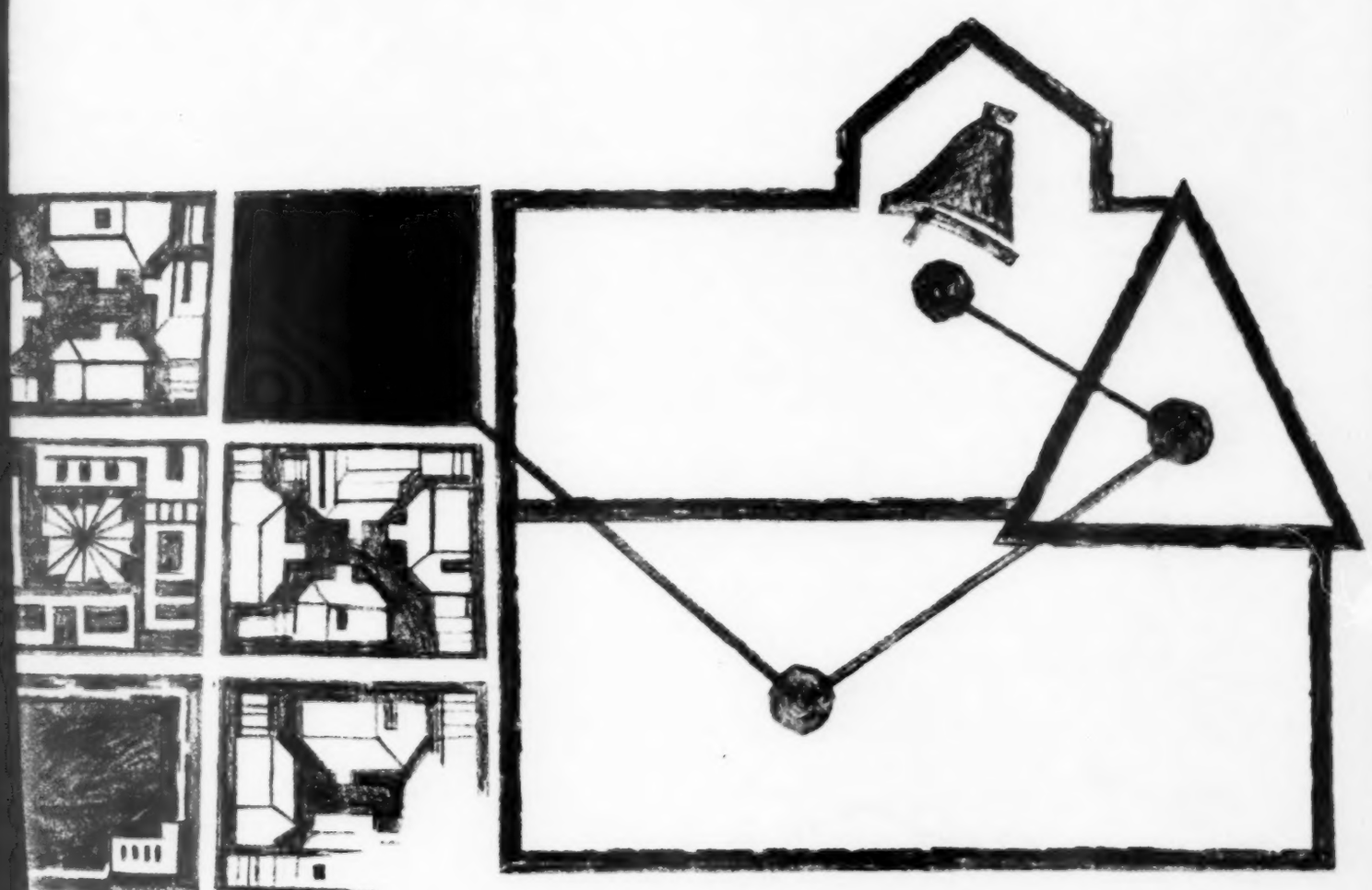
SEPTEMBER • 1960

AUDIOVISUAL INSTRUCTION

Published by the department of audiovisual instruction, NEA



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VOLUME 5 NO. 7 | SEPTEMBER 1960

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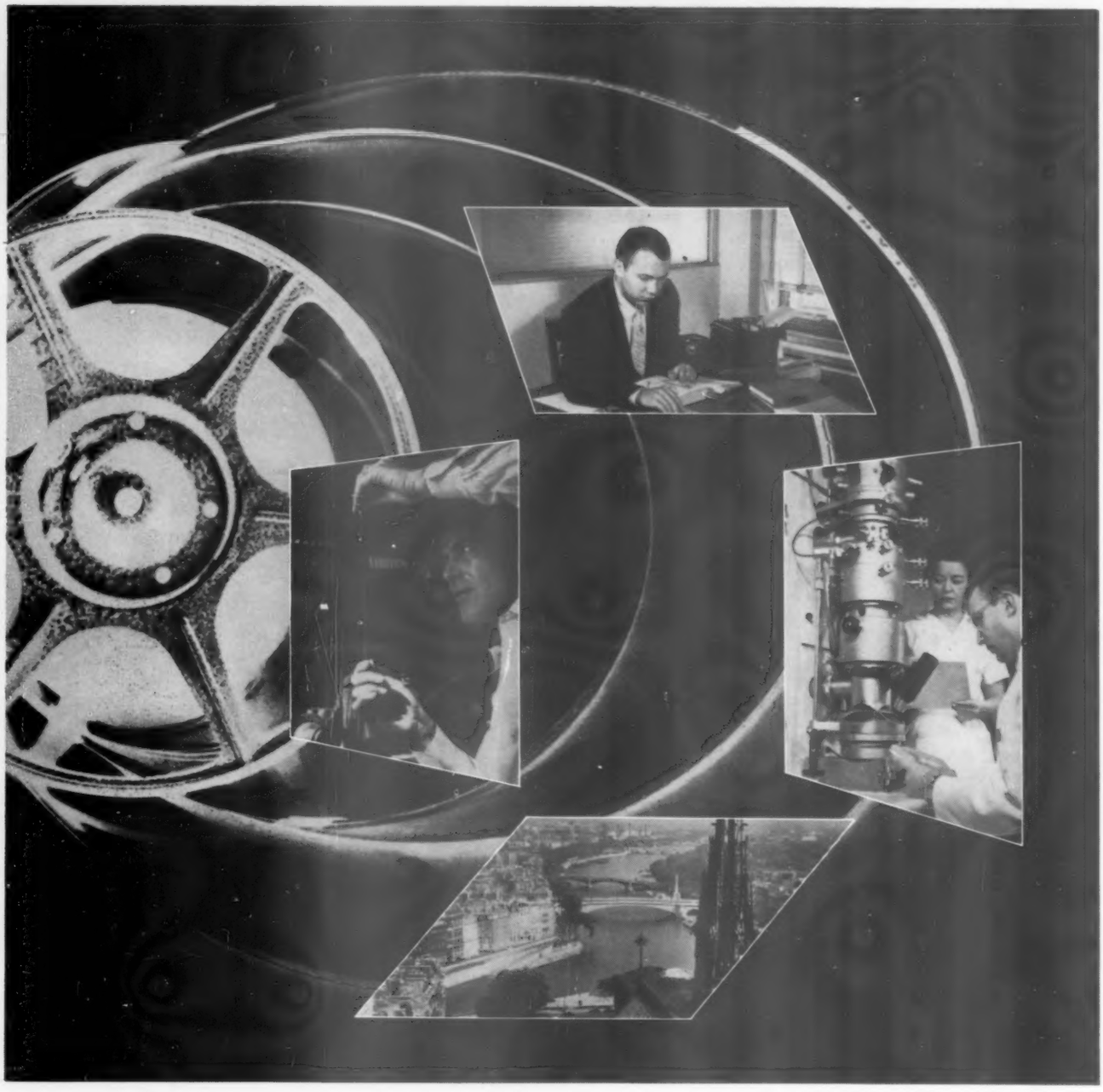
THE QUALITY OF LEADERSHIP

No. 4 in a series of messages to all concerned with better education



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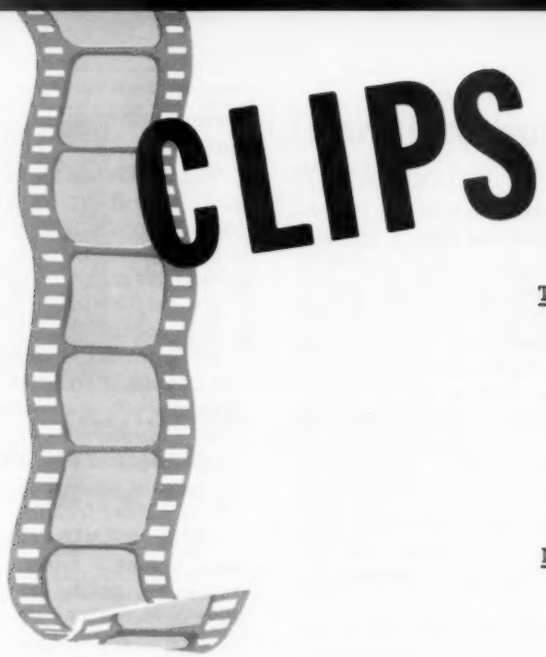


The editors call attention to this typewritten page as one of four added pages beginning with this issue. Using typewriter type permits us to hold a page for late news, notices to members, convention notes, and other miscellany which invariably crop up at press time. CLIPS will be a permanent feature.

Employment Service for Members. Beginning probably next month, AVI will list "positions open" and "positions wanted." Specially designed forms will be available from the national office for members wishing to use the service. This program is the work of Bob deKieffer's Committee on Job Placement which has since been charged with setting up and running a placement service during the Miami Convention.

Convention Documentary Available Now. Write to Jim Harbin, Director of Instructional Materials, Leon County Schools, Tallahassee, Fla., for a print of the film you saw George Koutsoukos shooting at the Cincinnati Convention. Here's an added note of authenticity for your promotion programs at teachers' meetings and state and county AV functions. Free loan; 16mm, magnetic track.

Okoboji Saga. For $1 from the national office you can have the "meat" from five Okoboji Leadership Conferences condensed into 72 pages. Underwritten by Teaching Film Custodians, published by the Extension Division, Iowa State University, and edited by AVCR editor, Bill Allen, the publication is titled Audiovisual Leadership. Lee Cochran is distributing free copies to this year's Okoboji delegates and all former participants.

Next Month in AVI. AV-TV will be the theme for the October issue devoted almost entirely to a seminar which more or less jumped the agenda to come up with some unexpected results. Lee Campion was engineer for both seminar and upcoming issue.

Teaching Machines Book Keeps Growing. The national staff and Editors Lumsdaine and Glaser find the forthcoming teaching machines book no routine publication venture. The rapid development of theory and research in this field keeps getting in the way of the printing schedule. Hence a new release date (October), higher price ($7.50), and a substantially bigger volume (736 p.).

Distasteful Terminology. As interest in teaching machines mounts so does sentiment against the label. An unpublished essay by A. A. Lumsdaine and D. J. Klaus suggests this substitution: "auto-instruction" as the basic term with such variations as "auto-instructional methods," "auto-instructional techniques," and "auto-instructional materials."

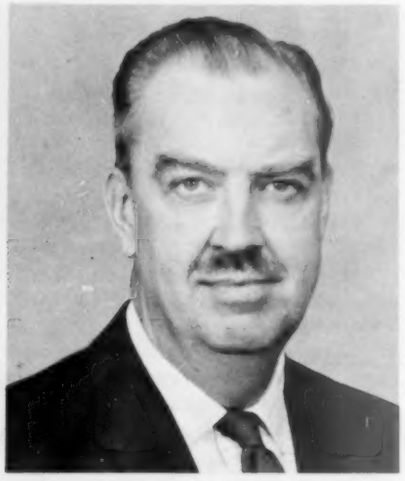
Editor Turned Author. Bob Burgert, AVI materials editor, is co-author with Elinor S. Meadows of the booklet Eye-Appealing Bulletin Board Ideas, a recent release in the Instructor Handbook Series. Available for $1.25 from F. A. Owen Publishing Co., Dansville, N. Y., who announce that the 48-page booklet is already in its second printing after two months on the market.

Early Reports on the NAVA Show. Three thousand spectators thronging three floors of exhibits are first impressions brought back by national staff members who made the trip to Chicago. DAVI Technician George Koutsoukos reported 8mm magnetic sound equipment displayed by two companies and a marked increase in language equipment. (More on NAVA next month and some good pictures by courtesy of the Augustana Lutheran Church in Minneapolis.)

Librarians Affiliate with NEA. In action taken at its Los Angeles Convention, NEA voted departmental status to the American Association of School Librarians. Headquarters of AASL, which continues as a division of the American Library Association, will remain in Chicago, with Eleanor Ahlers as executive secretary of the division. Carolyn Whitenack, newly-elected second vice president of ALA, presented the petitioning statement at Los Angeles.

Added Note on Our Theme. So that "sidewalk superintendents" in Newcastle, Wyoming, would have complete understanding of what they were viewing, Supt. Marshall Macy had a simplified floor plan of the new school building mounted on plywood, faced with plexiglass, and posted at the building site.--from Trends, National School Public Relations Association .

Membership Drive Again in Sturdy Hands



Carlton Erickson

TO FIND A MEMBERSHIP CHAIRMAN capable of maintaining the pace set by Clyde Miller in the past two years wasn't easy. But DAVI has done it. Carlton W. H. Erickson, director of the audiovisual center at the University of Connecticut, needs no introduction. He has been a member of DAVI since 1935, was instrumental in founding this magazine, served on its editorial board, and has been a frequent contributor. He has written for *AVCR, Teaching Tools,* and other educational periodicals and his book *Administering Audio-Visual Services* was published by Macmillan Company in 1959. He has been a leader in the audiovisual field in Connecticut and New England and is making his presence felt in the national organization as an educator willing to face problems and attack them vigorously. Dr. Hyer is proud to announce his appointment as national membership chairman.

The campaign this year will be organized on a team basis. Plans involve the appointment of a regional chairman for each of nine clusters of states. In addition, special committees, each with its own chairman, will concentrate effort in certain localities and among special groups with high membership potential. Thus, besides the nine regional ones, other chairmen will be named for Alaska, Hawaii, Canada, Puerto Rico, and for groups such as the chief state school audiovisual officers, business institutions, school libraries, university extension divisions, and others.

Writes Chairman Erickson: "I intend to push for the earliest possible completion of a national campaign structure, but until that more formal effort is organized I am calling upon every "red-blooded" DAVI member for a special kick-off contribution. *I am personally organizing through this column a* MEMBERSHIP ALERT *for November 3. I am asking for a personal contribution of one hour of concentrated effort by every DAVI member to plan an individual campaign in his immediate locality. This might involve writing a letter, making phone calls, writing a bulletin to all AV coordinators, calling or visiting one or more principals to set up school service plan memberships, or formulating a city or school-wide plan for action. Five thousand such hours on November 3 will add up to a sledge-hammer blow for progress for DAVI. Will you do it? I will. I will put in one extra hour on that day above my regular duties as national chairman, away from my telephone and the press of regular work. Remember the date—NOVEMBER 3, the day before we go to the polls. Remember the call—cooperation in MEMBERSHIP ALERT.*"

Dr. Erickson continues: "I am grateful to Clyde Miller for introducing me by letter to his many state chairmen, for his help in enlisting their continued cooperation, for the sample letters he sent me, and for other assistance in orienting me to my new job. Clyde Miller as usual did an outstanding job as chairman. He was a real pace setter for all who follow. However, I pledge that I too am going to work hard with my team to achieve DAVI membership objectives.

"People everywhere seem to be enthusiastic over membership possibilities, and I have been greatly encouraged in my early efforts to organize the leadership team. As of July 30, only two out of a dozen replies to the first wave of invitational letters have said 'no' and both of these have sent best wishes and indicated willingness to help in some other capacity.

"There has been apprehension in some quarters that the increase in dues from $5 to $7 would make it difficult to maintain current memberships and gain new ones. But I believe that the significance of the DAVI program in education today is unmistakable. I think that this fact is recognized, and going hand in hand with this recognition is a faith in DAVI's future that will not be shaken by a small increase in the membership bill."

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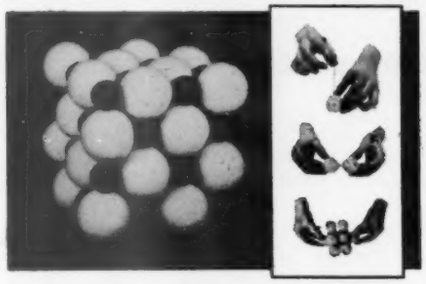

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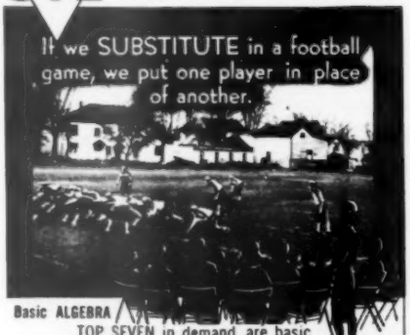

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Editorial (and Hat) Win Applause

Here is a sampling of the phone calls, notes and letters which greeted Dr. Hyer's May editorial exhorting colleagues to "don't just do something—stand there":

. . . I have been sitting plowing through a desk piled high with fantastically futile details. I finally got down to one detail in a bright chartreuse cover. First thing my eye fell on was your editorial. I needed it. Thank you.

—SAM BAREFIELD
Audiovisuals Editor
The Methodist Church, Nashville

. . . Congratulations on your editorial! It is well thought and well expressed. And I know just how you feel, for I too have spent the year mostly "doing something," without time to think or plan. Like you, I have resolved to change that situation, somehow.

—ELTON HOCKING
Head, Language Department
Purdue University

. . . Your current editorial is topnotch. I guess I have about as much time to reflect as the next guy, but it still isn't enough. A colleague told me that he was working to get committee loads of faculty members reduced. But some who complained about "all this committee work" didn't really want to get off the committees. It gave them visibility, an excuse for living. Many would not know what to do with their time if they had to sit and think. Maybe they would just sit.

—EDGAR DALE
Professor of Education
Ohio State University

. . . Congratulations on your editorial. Amen and Amen!—HARRY J. SKORNIA
President, NAEB

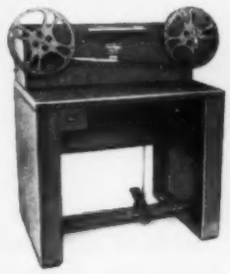
. . . With or without permission I intend to make some thermofax copies to let a few others share your thinking. I don't know if you have been reading Thoreau lately, or simply practicing your own preachments, but whatever it is, you have certainly said something definitely worth saying and thinking about. —ROBERT C. LUSK
Director, Educational Services
Automobile Manufacturers Association

. . . I love your editorial in the May issue—and the hat, too.

—ELINORE M. DARLAND
National Education Association

The cover this month is by W. L. Veenendaal, Michigan State University.

← TWO WAY →
POWER DRIVEN FILM REWIND



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Education Has a

WITH THE CURRICULUM in constant change to meet the needs of the times, school leaders, as never before, need open channels of communication. Conventional communication patterns are not enough—no longer can the printed medium and intermittent school visitations be relied upon solely to communicate the school program.

Interpreting the school program is an active and reciprocal process of communication between the school and the many segments of a community. It is a process of discovery that demands organized interaction between school and patron. Identifying the message and the audience is an essential first step. Only after it has been taken can one properly choose the vehicle. A final step, but none the less important, is to program wisely and meaningfully for the tool or vehicle chosen.

Education possesses an excellent kit of tools—tools for recording and communicating events, processes, and thoughts. There are encouraging trends that suggest the beginning of an understanding for their use. There are more and better books, films, recordings, filmstrips and other graphics than ever before, and there are numerous projectors, recorders, and graphic tools skillfully engineered to furnish a kit of tools for every type of communication problem. Too frequently, however, we proceed, as it were, with a hammer and saw but without a plan, and expect our communication problems to be solved.

One of our colleagues, skilled in woodworking, offers these simple rules which are equally applicable to the job of interpreting today's education: (1) draw up a plan; (2) know the tools and materials; (3) use the tools for the kind of jobs they were designed to do; and (4) work methodically and accurately.

The Message

In the past when we have needed new buildings, facilities, or salary increases, we have mustered the strengths of the audiovisual media, but too often the messages have been programmed according to a kind of pedagogical prescription that is difficult for even teachers to understand. Educational campaigns are seldom continuous. We rush to put out fires. A bond issue, or a book, film or telecast criticizing our educational system inspires a rush of pictures, films, charts, and graphs to the eyes and ears of the community. It isn't that such endeavors aren't necessary, but they are too little and too late to maintain a well informed public. The challenge before us is a variety of messages designed, according to a plan, to keep parents and laymen continually abreast of the school's organization, programs, purposes, student and teacher activities, teaching-learning procedures, and community services.

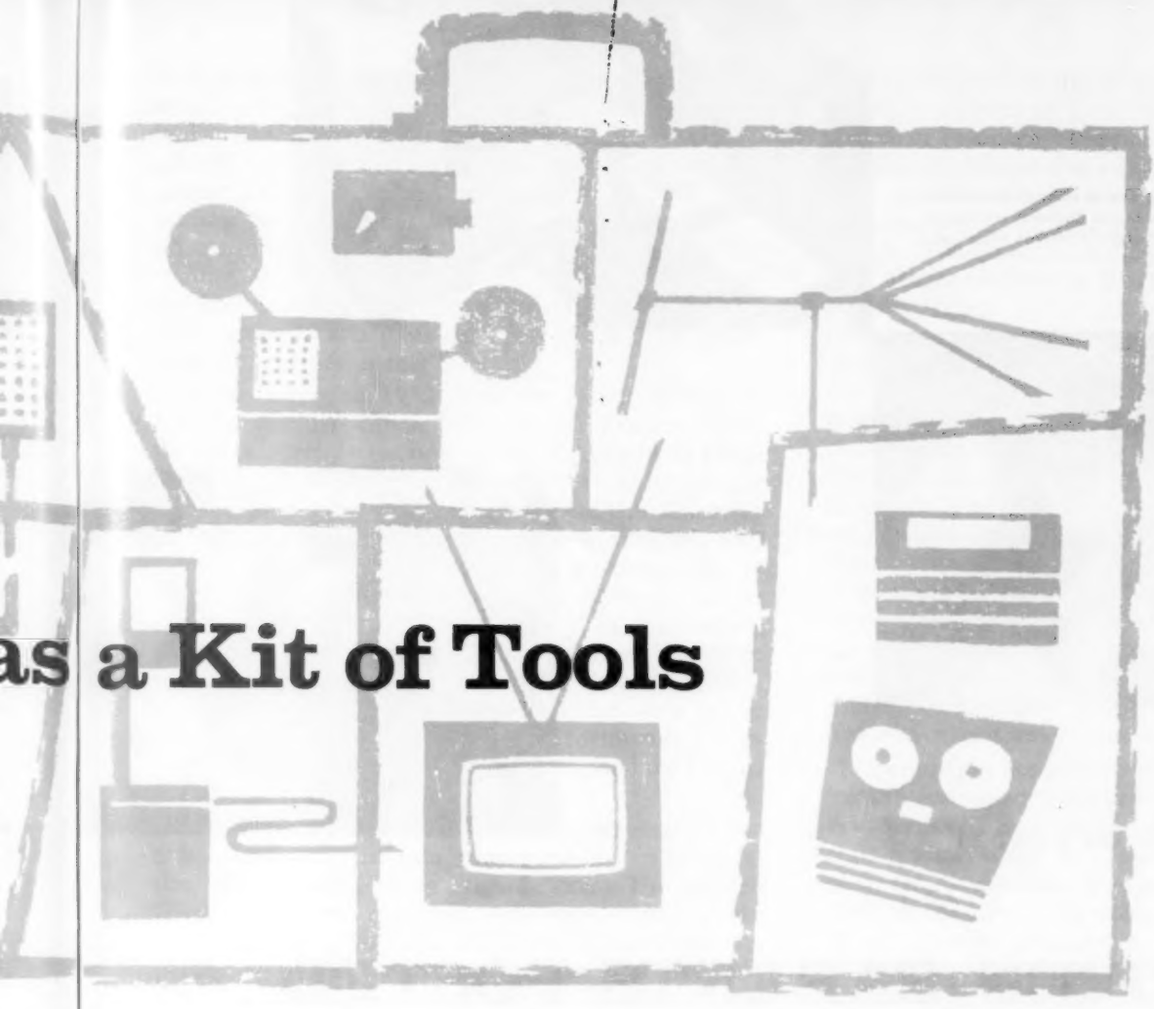
How often have we planned a saturation poster campaign for anything other than athletic events or student money raising activities? How often have we erected bulletin boards on city streets and school grounds to communicate more than the sports schedule? How often have we prepared flannelboards, transparencies, slides, and tapes for developmental presentations on anything other than building needs? How often have we armed interested and dedicated citizens with a kit of tools to assist them in addressing their clubs and other groups in the interest of the schools?

We have the communication tools to sustain a continuous information service. We have the capability and technology. We must be sure to draw from the kit those tools best designed to transmit planned messages that are timely and directed to target audiences.

The School's Publics

To whom do we want to interpret the school's program? Categorically there are two large groups: those within and those outside the school. These two could also be subdivided many times. Within the school there are teachers, students, administrators, supervisors, bus

Both authors are at Michigan State University, Dr. Hartsell as associate director of the audiovisual center and Mr. Veenendaal as head of the graphics section. The illustrations on these pages and on the cover are by Mr. Veenendaal.



as a Kit of Tools

drivers, and custodians, who altogether directly contact about two thirds of the school district population. If we really believed it important for them to know the school program, a new look would adorn corridor bulletin boards and display cases; a different sound would emerge from speakers hanging on classroom walls; special exhibits would appear in conspicuous places; and a variety of electronic devices would be programmed to answer specific questions and to disseminate pertinent information.

Likewise the out-of-school public has many segments. There are parents and there are other taxpayers who have no children in school. Within these two groups are represented the professions, business and industry, labor and labor leaders—all of whom are probably equally interested in education, but for different reasons. Some of these groups will be contacted in meetings and other controlled situations. Others who are situated less vulnerably must be contacted by devices that can transmit information to them as they travel their respective paths of daily living.

Vehicles for interpreting the school program can be classified as: momentary, developmental, semipermanent, and permanent. The message and intended audience will determine the vehicle. Momentary vehicles include radio, television, motion picture projectors, tape recorders, record players, and public address. The materials in this category may be repeated frequently, but the nature of the vehicle requires a package that, when once started, proceeds without interruption to the end. Developmental vehicles, such as flannelboards, magnetic boards, and overhead projectors transmit materials that require manipulation by a competent person. Except on television, the user can rearrange and pace the presentation to fit the response received from the audience.

Semipermanent vehicles include bulletin boards, displays, dioramas, exhibits, and posters. Information transmitted through these devices is designed to catch the attention of less vulnerable groups. A permanent combination may incorporate continuous tape recordings, slides and/or motion pictures. Talking posters can be arranged or a question-and-answer service established with the use of a few push buttons and recording-playback devices.

All audiovisual tools have value in places of assemblage; there is less flexibility, however, with the public "on the go." Radio and television have and will continue to be outstanding tools for interpreting the school's program to citizens on the move.

Since we are concerned with so many groups of varying viewpoints, it is imperative that we examine the kit of tools to determine the proper communication vehicle for each. We can then select the information appropriate to the vehicle and audience and log a time table that is both continuous and repetitious.

If properly employed, our kit of audiovisual tools will not fail us.

Glendale parents get involved in classroom projects and sometimes help make materials. In the Burbank workshop (lower right) they actually engage in science activities.

ROBERT C. GERLETTI

KEEPING PARENTS POSTED

AV Plays Large Part in Varied Californian Efforts

MUCH OF THE INFORMATION parents receive about their schools is incidental. A good part of it is carried home by students; some of it is gleaned through classroom visits and talks with the teacher and principal, and some of it through participation in work groups such as library committees, PTA, advisory groups, room mothers, and so on. To supplement this normal flow of information many school districts in Southern California have planned deliberate programs to interpret classroom procedures to parents. Those which have elicited unusually favorable response are reported here.

The Glendale Unified School District regularly carries on two activities which not only are well accepted, but are now expected by parents. The first is the visualized report *Glendale Schools*. These headlines give some indication of its coverage: School Costs Aren't High; Citizens Ask 80 Cents Increase in School Tax Ceiling; and, School Board Sets Override Tax Vote. The publication is sponsored by the Citizens Committee for Glendale Schools and the Glendale Teachers Association.

A second activity which has met with success at Glendale is the involvement of parents in class projects. This is done in at least three ways. Parents are shown projects during class visits; sometimes they are asked to attend workshop sessions in which they participate in making certain kinds of materials. In some cases they actually go through a day much like the student's day. Thus through the use of firsthand experiences, parents gain an understanding of some of the experiences teachers provide for the youngsters.

The Bellflower Unified School District has worked out a time-saving device for reporting children's grades —a parent-teacher conference for discussing report cards. Part of this program is a film *Today's Report Card* which was made to visualize a change in report-

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The author is director of the division of audiovisual education for the Los Angeles County schools. *For assistance in preparing the account which appears on these pages he wishes to credit: John DeNoon, audiovisual coordinator, Whittier; Donald Hare, audiovisual director, Glendale; Neil Matheson, audiovisual director, Bellflower; Donald Newcomer, audiovisual director, Burbank; and Chang Reynolds, audiovisual director, Pasadena. Photos are by courtesy of Dr. Gerletti.*

card procedures. The film has wide usage with new teachers, parents, and with the guidance and counseling staff. Based on questions which parents ask most frequently of teachers, the film also shows work centers, interest centers, a teacher explaining parts of a good reading program, and arithmetic practice materials. (Areas in which parents proved mainly concerned were reading, spelling, arithmetic, and science.) The film has been used to depict some aspects of the primary grade program and gives examples of children's independent activities at this level.

In the spring of 1952 when the board of trustees for the Whittier Union High School District called for a tax override election, a film *Education Is Good Business* was produced as part of a plan to inform the community. To save time a copy of the U.S. Chamber of Commerce film of the same name was edited, with deletions and additions to fit the circumstances at Whittier. The film accomplished its purpose—to the extent that a series of films followed in the ensuing years. In 1953 a curriculum information film came out under the title *Report to the People* and in 1955, a film called *A Plan for Action*. These were public information films shown to interested community groups such as PTA, Rotary and Kiwanis clubs, and the League of Women Voters.

In 1956 the bureau of business education of the State Department of Education produced in cooperation with Whittier Union High School a film entitled *Work Experience Education*. Its success led to the production of three additional films by the State Department—two in conjunction with the Whittier Union High School District and one with the Berkeley Unified School District. These films, two of which received the "Katy" award of the California Teachers' Association, were produced by William Keim and John DeNoon, both of Whittier.

One of the most industrious programs in California and one with a long history is the Annual Parent Workshop of the Burbank Unified School District. Its purpose is to inform parents about school organization, curriculum objectives, materials and methods. The span is kindergarten through high school, and activities are planned to involve the parents as much as possible; in fact, at the beginning of each workshop the participants meet to help plan the program. The workshops are scheduled during the school year, one day each week for a six-week period.

This year reading, science, guidance, communication, and social studies were among topics selected for study. The discussion meetings were organized to permit parents to participate in lesson assignments as well as to listen to reports from teachers (see photos). In the course of a procedure such as this it is necessary for participants to make and use many kinds of charts and to become acquainted with the large variety of materials used in today's classrooms. In this and other ways they benefit from first-hand experiences. Donald Newcomer, the Burbank audiovisual director, feels that a noticeably wider acceptance of the AV program on the part of parents in recent years is in part due to this type of activity. The fact that this workshop has been in existence for 18 years speaks for its effectiveness.

Interpretation of the school program to the community is an area of great interest to the Audiovisual Service in Pasadena. They believe that any school staff member explaining the school program, or any part of it, should make the most effective presentation possible, involving, of course, the use of graphics and visuals. The Pasadena AV Service takes very seriously their responsibilities to this aspect of the school district's activities. They justify the time spent on the premise that they, of all school personnel, are the most skilled in communication and thus have an important role in creating a better understanding of the school program in the community. In Pasadena the photographer, graphic artist, and recording technician are the chief craftsmen in preparation of materials for this purpose. The presentations are well planned, the planning facilitated by a simple line of communication. The assistant superintendent, coordinator, or supervisor who is meeting the public contacts the audiovisual supervisor, outlining his needs. A discussion is then held in the audiovisual center involving the AV supervisor, the curriculum supervisor, and the graphic artist, photographer, or recording technician, as the case may be. The audiovisual service carries the job to completion.

Operating in accordance with its philosophy of service and employing simplified procedures, the Pasadena AV Service is in a position to give assistance in strategic places. When the superintendent faces the public or board of education to discuss problems, he is armed with photos, charts, diagrams, slides, filmclips, or feltboard materials—whichever best suits the occasion. The superintendent's monthly bulletin *Pasadena Schools in Action* also benefits from the services of the AV photographer and graphic artist. Layout, artwork, and design for brochures, folders, and other incidental publications by the superintendent, business service, or instructional service are planned by the graphic artist. Curriculum publications are prepared also with the assistance of AV Service personnel.

Whenever needed, the recording studios are used to prepare tapes for use on radio stations, and members of the community are frequently invited to make recordings. These tapes are made and edited by the technician in the Audiovisual Service.

AV in Supporting Role

Community and school cooperation and communication are well-known topics throughout the country among readers of the educational literature. Concern about utilizing group techniques, improving objectives, and other ways of working together are familiar themes. Indeed, conferences, workshops and professional meetings are often called for the purpose of alerting school personnel to problems in this area. The audiovisual profession, in Southern California at least, believes that school leaders need the support and assistance of those skilled in communication if the best types of presentations are to be put before the communities, particularly that most interested segment—the parents. The examples given here have been collected with the hope that they might demonstrate some workable ways of using the audiovisual media to this end.

DOROTHY SINCLAIR

should the school board go on TELEVISION?

The Pros and Cons Based on Houston's Five-Year Experience

ON FRIDAY EVENING, JANUARY 18, 1952, the entire Houston school board appeared as a body on television for the very first time. This special program signaled the entrance of the public schools into television and inaugurated "Know Your Schools," a public relations series seen over the facilities of KPRC-TV, the NBC affiliate in Houston. It was an auspicious beginning for a very successful venture and doubtless other school boards have participated in similar programs of a public relations nature. However, the Houston school board has not stopped with this effort to inform the public. It is now participating in a unique use of television over the facilities of KUHT, the educational television channel. All regularly scheduled meetings of the board are televised from the first tap of the president's gavel to the last vote on adjournment.

There were probably several factors which prompted the school board to take to the air. In the spring of 1955, when this program began, the University of Houston and the Houston schools were joint licensees of KUHT and this use of the station acknowledged in part the school system's responsibility in fulfilling its obligations. A second factor was a sincere desire on the part of the board and station management to perform a public service to the community by making board proceedings available to interested patrons. Also tucked away among other reasons was the natural desire to promote good public relations on the part of a school board which was confronted with the need to provide for the "fastest growing school district in the country," according to Chamber of Commerce information.

The announcement of the board's decision was greeted with mixed emotions both by board members and the general public. Members became acutely video conscious—some frankly nervous at the prospect of their face and voice being thrust into the ether, while others appeared more confident of the powers of their intellect and charms. The public, on the other hand, was divided generally into two groups—those who thought this a gross waste of the taxpayer's money and those who, unwilling to attend meetings in person, nevertheless welcomed a chance to observe from the comfort of an easy chair the conduct of the school business.

The school board is in regular session twice each month—the second and fourth Monday nights. Although meetings begin promptly at 7:30 p.m., the length of each meeting is entirely dependent upon the agendas presented by both the business office and the school superintendent. Only an educational station with flexible scheduling could undertake such a project, but KUHT has met this problem successfully and continuously for the past five years.

During these five years, the school board has doubtless been seen at some time by a majority of the metropolitan population. From the standpoint of the rating services, it has not posed a serious threat to the commercial stations as a general rule. However, there have been occasions when the announcement of topics of widespread interest have drawn phenomenally large audiences. Unfortunately most of these occasions were prompted not alone by a civic zeal for the improvement of education but because of a controversial subject to be discussed.

There have been many good, as well as bad, results of this series. Many requests for preferential treatment that used to plague the board have been eliminated due to reluctance on the part of those seeking favors to have their demands aired publicly. Board members have conducted their business before the viewers and, as is the case with professional television personalities, have established a rapport with the unseen public in a way never before achieved. This has had two effects. Often board members have been so besieged with calls and contacts resulting from their actions that they have been unable to conduct their own affairs in a normal way. On the other hand, there is reason to believe that knowledge of the effect of prior action has resulted in a coyness of approach to school problems. This has made itself evident in a number of ways, such as preparation of written statements to be read into the minutes. Board members have also shown a tendency to take the point of view of the people who elected them. As so-called representatives of specific publics, their actions and opinions very often have crystallized to such an extent that the individual's own expression is completely submerged.

One of the good results of televised board meetings is the immediacy of knowledge it affords the viewer. No longer is the public dependent on the newspaper account to report action. This has been beneficial to the school administrators and teachers also who no

Mrs. Sinclair is supervisor of radio and television for the Houston Independent School District.

longer have to wait for a staff meeting where action is reported second hand. In all probability there is no city where the decisions and opinions of the school board as a unit and as individuals are so well known and so widely discussed.

Conversely, this same democratic approach to school business has tended to emphasize the division of the public into "political" camps. Conservatives take sides with members who express their views and liberals rally around those members who reflect their thinking. To the dispassionate viewer who is an outsider, the education of children, which is the chief responsibility of the elected officials, sometimes seems to get lost in the shuffle.

There is another side result of these telecasts that is interesting. Although the Houston School District is the sixth largest in the country, there are a number of small districts in, or immediately surrounding the Houston District. Administrators of these districts find that the telecasts of the Houston board influence both the members of their respective boards and the patrons. Issues apparently the same, but actually different because of difference of the size of the districts, have often been decided on the basis of the actions of the Houston school board rather than the specifics of the case to be considered. Such acceptance of the thinking of others does not tend to improve the quality of education.

One of the dangers of open televising of meetings is the effect of the attitude of school board members toward issues. An example of this was evident during a recent bond election. It was apparent to the viewing public that the board, though calling for a new bond election, was only half-hearted in its desire for passage. As a result, the bond election was defeated—the first such rebuff the school system had sustained since World War II. However, when at a later date the question was again proposed and this time with the enthusiastic support of the board, the public voted the funds by a good majority.

Not all board members are enthusiastic about televised meetings. Recently one member questioned the legality of the use of public funds for such a purpose. However, a rule by the Attorney General of Texas authenticated this means of dissemination of information and the present board has shown no indication of a desire to drop it.

What effect has television had on the personnel of the board itself? This is difficult to assess. Certainly the human qualities of the men and women who give of their time and effort for no reimbursement have been displayed under many different circumstances and in varying mood. The fact that the board is televised may have caused some citizens who feared this scrutiny to refrain from seeking election. Yet this same fact may have encouraged others. For every barb of criticism there is likely no compensating bouquet. However, as an example of community service that challenges thoughtful response on the part of all who would assume individual responsibility for the education and welfare of children and youth, it is an experiment that others would do well to examine—and perhaps, to follow. # #

TO COMBAT MISINFORMATION

IN HIS NEW BOOK *How To Create a Better Understanding of Our Schools** Daniel Ungaro, who is district superintendent of the Saratoga (California) schools, ascribes three causes to the recent onslaught of public school criticism. These are a national mood of anxiety which finds an easy scapegoat in our educational system; a desire on the part of a small minority to destroy public schools in this country; and a general misinformation about schools (probably accounting for a majority of attacks).

To substantiate the last point Dr. Ungaro gives some interesting facts from a pilot study made by the Michigan Communications Study centered on five Michigan communities with populations of approximately 5000 each. Of citizens questioned, only 44 percent could name the superintendent of schools; 16 percent gave incorrect replies, and 40 percent admitted they didn't know who the superintendent was. A survey in Detroit in 1954 revealed that only 25 percent of citizens knew that the school board was elected by popular vote.

The Michigan Communications Study classifies the citizens surveyed into four groups: 15 percent who have a favorable impression of schools and are well informed; 30 percent who have a favorable opinion although not informed; 45 percent who have no opinion and little or no knowledge; and roughly 10 percent who are informed and still unfavorably impressed. Other facts that impressed the author in this study are that 48 percent of all school news was devoted to athletics, and 18 percent to social activities, while less than one percent was devoted to curriculum and one tenth of one percent to teaching methods.

If the Michigan sample is indicative of the country at large, then communications lines between school and community are obviously in need of repair. Dr. Ungaro places the responsibility with educational leadership. His book comes as a blueprint for the school system earnestly preparing to mend the communication network. It recommends programs and practices and is generous with samples and illustrations. A complete plan for interpreting the Saratoga elementary schools is followed by chapters on: The Financial Report; Bond Issues and Tax Measures; Looking for Star Ideas (carnivals, conferences, newsletters, etc.) and finally, Measuring Results. Intelligent interpretation, the author thinks, is difficult unless there is continuous evaluation of the information program undertaken.

It can be noted that some of the points made in the Preface to Mr. Ungaro's book are reflected in the articles in this issue; namely, that education must be a shared experience between school and community, and that the school's responsibility in this sharing is to keep an uninterrupted flow of information going out to the public.

*T. S. Denison and Company, Inc., Minneapolis, 1959.

Choose a Filmstrip / *for Realistic Portrayal*

MERLIN J. LUCIA

Although written several years ago, the experiences related here will be equally interesting and useful today. The author is audiovisual director for the Green Bay, Wisconsin, public schools.

ONE OF THE GREATEST DIFFICULTIES experienced by public school systems is stimulating community interest in their programs. (See page 203 for shocking facts reported on this subject in Daniel Ungaro's book.) True, parent conferences, visiting days, PTA and other similar meetings succeed in bringing some parents into the schools. Usually, however, these special invitations only attract those who previously for one reason or another are interested in their schools anyway.

To develop a means of bringing the functions of the schools to their community, the Green Bay public schools decided to produce a recorded, colored, filmstrip of an activity of every department in the school system. The project was developed cooperatively by the public relations director, audiovisual director, and all of the schools in the system.

Planning the script required much time since each department was to be portrayed to show what was being done, how it was being done, and, why it was being done.

After the script had been developed the teachers cooperated by presenting the material in situations as natural as possible. Posed photographs were avoided. For example, we took pictures in the School of the Deaf while pupils were learning identification and pronunciation of objects; difficulties in pronunciation were also recorded at that time.

After we had taken all of the photographs and edited the sequences of tapes to insure the realistic portrayal we had originally planned, we developed a continuous tape to coordinate with the picture sequence. This was a running commentary of each picture with especially taped portions dubbed in.

As indicated previously, this sound filmstrip was produced to gather information about all of the schools' departments into one easily understood medium. Why didn't we use film for this purpose? In the first place, film would have been more costly; secondly, movements of activities in many cases were slow; and, finally, to produce films would have necessitated lighting problems which would not have allowed for the "naturalness" we sought.

What was accomplished with this sound filmstrip after production? It was circularized to service clubs, civic groups, PTA's, educational and church groups, many union groups, and numerous other organized groups. It was also presented over a local TV station.

In most cases someone from the school system was in attendance at the meeting to explain why the filmstrip was produced and to answer questions during the discussions that inevitably followed.

It was our opinion that this filmstrip communicated with more people than had been reached through all of the means available to them up to that time. We also felt that *Your Schools Today* was one of the best salesmen we had for a needed school building program.

Roy Frye, who is audiovisual director for the public schools of Roswell, New Mexico, contributed to AVI *last May with a "blue print" for an audiovisual program in a small-city system. Here he offers simple but effective techniques that worked in the Roswell bond issue campaign of 1958.*

R. A. FRYE

HERE'S WHAT HIGH-CONTRAST PHOTOGRAPHY CAN DO

THIS PROJECT, though simple, reflects cooperation from all elements of the superintendent's staff. Initiated by the superintendent himself when he requested a series of slides for community talks, it required the assistance of the finance officer, the director of special services, the director of instruction, and, of course, the AV director. Here is the step-by-step procedure that we followed:

1. The superintendent prepared a speech covering important points—why the bonds were needed, how they would be spent, what would be accomplished.
2. The speech was given to the AV director for visualization.
3. The audiovisual department sought advice from the finance officer in the preparation of a chart showing the bonding history of the system from 1946 to 1958 and projecting probable trends through 1966.
4. The director of special activities was consulted as to the future situation for transportation of students if the bond issue were successful and also if it were not.
5. The director of instruction was consulted concerning future trends of instruction in the case of a successful bond issue and in the case of failure.
6. Having obtained this information the art material was prepared on white cardboard, 1½ x 1 foot. Since this material was to be prepared on high contrast film no color was used—white cardboard and India ink only. Lettering was accomplished by using simple mechanical lettering devices. The cards were arranged on a bulletin board and photographed by using a press camera (four cards on each sheet of film). High Contrast Ortho Type II (Kodak) film was used, f32 for 36 seconds each exposure. Kodalith (A & B) developer was used for processing this film. After processing, four slides were cut from each sheet of film and put into plastic ready-mounts. Color was added by inserting into the various slides, sheets of red, yellow, green and blue plastic.
7. The slide set was delivered to the superintendent who then made a tape recording. Each slide was synchronized to the speech through the simple expedient of snapping the fingers to indicate the proper moment to move on.
8. If the equipment had been available at the time, a synchronous electrical device could have been attached to the tape recorder which would have triggered the slide projector at the proper moment.

This tape-slide program was used on numerous occasions. When the superintendent was out of town for several days just before the election, his speech was nonetheless heard by several civic organizations and PTA groups.

The bond issue was successful—something like three to one.

Six Tips on How
To Approach Colleagues

EDUCATORS: *still the no. 1 target*

HERBERT HITE

MOST EDUCATORS have become aware of educational technology only with the passage and implementation of the National Defense Education Act. Now a bewildering array of new devices has suddenly come to the attention of the teacher and administrator—educational television, teaching machines, language laboratories, teaching teams, flexible class schedules, and other techniques with which readers of this magazine are familiar. So many ideas, coming so fast, are an entirely new trend in our educational history.

Two factors beyond the control of educators have much to do with this accelerated rate of change. One is the population explosion. In the next 20 years America's total population will increase by two fifths, but the age group from which teachers can be recruited will increase by only one fifth. No matter how much communities pay teachers, nor how much they gain in status, not enough teachers will be available to staff our schools at present ratios of one teacher to 25 or 30 students. If we simply allow class sizes to increase, we can expect to see 40 to 50 elementary pupils and 45 to 60 high school students crowded into the average classroom.

A second stimulus to innovation has been the explosion of knowledge. Many students now in high school soon will be performing complex jobs which have not yet been invented. To prepare for such positions students need to have more basic knowledge about more fields than did past generations. Mathematics, science, foreign languages, and the social science curricula are being reorganized with this fact in mind.

Even if educators wanted to preserve existing methods, the explosions in population and knowledge would make them impossible. We are seeing the last days of "egg crate" education, an era in which the school was designed with a number of equal compartments, each housing about 30 students, presided over by a teacher who was necessarily a jack-of-all-trades and who each day met the same students in the same compartment. Under this system we have equated "an education" with a fixed number of hours, days, and years of attendance.

We already know from initial research and experience that the new patterns of instruction can do a better job for more students with more efficient use of available staff. Educational television, teaching machines, teaching teams, and flexible class schedules have been experimented with successfully in an attempt to combat the population explosion. ("Flexible class schedules" here refers to the procedures which permit students to alternate among large group lectures, small discussion groups, and extended independent study.) An exciting possibility for accelerating independent learning is seen in the capacity of teaching machines to speed up the mastery of facts. The same can be said for full use of motion pictures and still projection devices. Educational television enables large groups to watch experts present information and skills which average teachers are ill-equipped to handle.

Effective application of these new media and methods will bring about an instructional revolution. Essential

Dr. Hite is associate professor of education at Washington State University, Pullman.

changes will be made, however, only if innovations such as ETV and teaching machines are accepted quickly by the teaching profession. Teachers and administrators are notoriously conservative in this respect. Studies indicate that even those educational changes which were advocated by a great majority of authorities in a given field were accepted by only about 15 percent of teachers after a 25-year period. If we in education adopt the newer media at our usual leisurely rate of progress we will have failed to provide an education which equips students to cope with the world in which they will work and live.

It appears, therefore, that it is just as important to encourage teachers to accept worthwhile educational innovations as it was to develop the innovations originally.

Gaining acceptance for innovations is not a new problem for audiovisual specialists. We have faced it for 25 years or more. In our experience we have seen that merely giving teachers and administrators facts which show that a new audiovisual device is effective is not enough to insure its adoption. We have wondered why a few teachers are quick to try plausible new ideas, while most others either reject them or are passively resistant. Some audiovisual devices, such as radio transcriptions, were never widely used while others, such as language labs, were accepted even though adoption involved many complex administrative problems.

What does research tell us in regard to how people are persuaded to accept new ideas or devices? Actually, research does not provide us with a formula. We can adapt, however, some techniques which work for the purveyors of tooth paste, good will toward industry, and the profit motive. To illustrate, let us assume that we want to persuade teachers to try teaching machines. Here are six principles which have been developed to gain public acceptance for a new idea and which might be applied to our hypothetical problem:

Communications specialists know that it is far easier to create a favorable attitude toward an idea or product with an effective first impression than to change a negative attitude already formed.

Teaching machines are still relatively new, thus chances are that most teachers will have no strong attitude towards them, positive or negative. It is very important therefore that the first systematic message about teaching machines be carefully worded and illustrated. (Whoever coined the phrase "teaching machines" insured that the task of making a favorable first impression on teachers would be difficult. It may be that our campaign to gain acceptance for these devices will be more likely to succeed if we call them "self-teaching devices.") [See page 195 for other suggested change in terminology.]

We will want to demonstrate these machines in a way which is simple to understand and for a purpose nearly all teachers will accept. For example, we might demonstrate to a group of elementary teachers a machine designed to teach spelling. First, we would attempt to reassure them that our machine is no Frankenstein. In simple terms, it is a device which leads students through material to be learned in easy steps. At each step students participate by selecting a correct answer or writing a correct example. The machine immediately reinforces, or rewards, the correct answer or corrects the wrong one. Thus, students learn to spell faster and better than they otherwise would.

We would stress the fact that the machine frees the teacher from her role as drillmaster so that she can perform more highly professional duties. We would hope that this first impression would be understandable and flattering to teachers who saw the demonstration.

People are more inclined to accept new ideas from persons whom they respect.

Teachers will be likely to try out the teaching machines if we arrange for the superintendent or principal to make the explanation rather than a salesman. Public relations experts have identified something called a "power structure" in communities which determines attitudes of many community members. Most opinions are determined by other people rather than by independent thought on the part of the individual. Thus, in order to persuade teachers to try teaching machines it will be necessary to discover who among the staff are opinion-makers and persuade these few to take the initiative.

If the wrong person advocates audiovisual media, an information campaign actually may result in less acceptance than if no information had been provided.

People, and teachers, tend to accept what they believe they "figured out for themselves."

A classic study in human relationships was conducted during World War II to discover how housewives could be induced to purchase the less attractive cuts of meat. It was found that allowing housewives to work out their own solutions in small discussion groups changed buying practices faster than "telling them." By the same token, teachers will probably be more likely to experiment with teaching machines if—after they have been given the necessary information—they are permitted to work out applications on their own and in discussions with other teachers.

An individual is likely to accept a message, or new idea, if such acceptance offers an immediate and personal reward.

Teachers need not be guaranteed a material reward or prize for making a good effort, but, like everyone else, they respond positively to praise. Also, they will accept a message which reinforces their good impressions of themselves. The teacher who sees himself as a "frontier thinker," probably will want to be among the first to try teaching machines. The one who sees a threat to his job in automated education probably will avoid teaching machines like poison ivy.

The teacher's belief about what the principal thinks of teaching machines is likely to affect his acceptance in a significant way. If he thinks his principal will look upon experimenters as dangerous radicals, the average teacher certainly won't want to be the first to try the new devices. If he thinks the principal is intrigued by

the teaching machine concept, he may suppress his own scepticism and volunteer to give the machines a trial.

People generally are less apt to accept a new device if a number of technical problems must be mastered before the device can be put to use.

If teachers are required to submit to such red tape as having to order a teaching machine in advance, get clearance from the principal before securing the equipment, send in completed "programs" for evaluation, etc., only a few intrepid souls will bother.

Probably teachers will accept or reject the use of teaching machines partly on the basis of their past experience with other teaching gadgets—the 16mm motion picture projector, for example. If securing a film to use in his classroom proved to be a frustrating and complicated process, the teacher will not be inclined to submit himself to what he anticipates will be new frustrations. Of course, where the use of new devices has been handled through simple and effective procedures, we would expect teachers to have a favorable attitude towards a new technical device.

Finally, public relations researchers have discovered (with something of a shock) that most people resent being manipulated by "selling" techniques.

A survey of high school students showed that most of them believe that all advertising is untrue. Resentment of obvious public relations techniques seems to be particularly strong among well-educated people, such as teachers. The "hard sell" approach probably will fail as a way of gaining acceptance for teaching machines. We will do better if we point out the limitations of these devices as well as their advantages. We will be successful in gaining a favorable attitude towards innovations in education if we encourage teachers and administrators to choose to try these devices, rather than attempt to force innovations upon them.

Many of us are idealistic enough to be concerned with the question of ethics involved in "engineering consent" for teaching machines, or other media.

How far should audiovisual specialists, or others, go in applying such methods? Judging from our past efforts to persuade teachers and administrators, we will have to make as legitimate use as we can of these methods, but use them we must. Unfortunately, teachers, like other people, do not accept new ideas merely because they are good ideas. Most teachers, most of the time, get their opinions from other people, rather than on the basis of their own considered judgments. Teachers react according to what they think will be the personal rewards or punishments resulting from a new practice. Either we use the techniques at our disposal to persuade teachers to accept changes, or we had better plan for mass education, presented to masses at a time, and by conveyor-belt methods.

The coming instructional revolution will be both difficult and painful. Most of us would not expect teachers to revise voluntarily methods they have spent a lifetime developing. But in light of the needs of today's students, we would agree that persuading teachers to utilize the new media may well be the most important single job of audiovisual specialists. # #

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AS A VEHICLE FOR INTERPRETING a school problem and for proposing what will surely come to the public as a revolutionary plan for its solution, the new Trump film deserves more than passing note in an issue devoted to bettering school and community relations. Many AVI readers have probably seen this two-part hour-long film which has been circulating for several months now and for which 800 requests are still unfilled—according to the latest word from the National Association of Secondary-School Principals.

Dr. Trump, as many of you know, is a former AV director who has devoted recent years to a study of how to redeploy existing resources to solve our quantity-quality problems in education and who in the course of these years has become an ardent proponent of flexible school schedules and, accordingly, a different kind of school housing. In one of his two appearances in the film Dr. Trump says: "Every moment of their school life is supervised, organized, and structured. As a matter of fact, a high-school senior's program is much more restricted than a kindergartner's. By some strange developmental accident, the system has managed to provide little children with the opportunity it denies the maturing student—the opportunity to inquire."

Dr. Trump, who joined the NASSP staff as associate secretary last January, has been director of the Association's Ford-financed study of staff utilization since its organization in 1956. Three progress reports of the study have appeared as entire issues of the *NASSP*

One-time Audiovisual Director Lloyd Trump looks natural in this setting. With him on the right is Hugh Downs, narrator of the new film, "And No Bells Ring."

NO BELLS RING"

NASSP Film Tours Country

To Introduce New Teaching Concepts

Bulletin (January 1958, 59, and 60). The final report which winds up the four-year study will be issued in January 1961. Trump concepts were also disseminated in a 48-page publication *Images of the Future* appearing in the spring of 1959 and, you may recall, causing quite a stir among leaders in the audiovisual field. As Dr. Trump points out, these ideas are not entirely original with him or the NASSP Commission. Nor are they claimed by Dr. Trump or the National Association of Secondary-School Principals as the only solutions to the educational problems involved.

And No Bells Ring is an attempt to visualize teaching practices still in experimental stage, primarily to introduce them to school faculties, but also to acquaint the public. That there should be flaws in both the content and technique of a kinescope film, most of which was produced in a television studio during a single day is inevitable. It would be surprising, too, if a proposal for radical departures from the existing school structure did not cause some misgivings. This film will immediately be suspect among those who see "control from outside" in any undertaking sponsored by Ford funds. Others will object on the grounds that the only way to meet the teacher shortage is to solve it—that is, to find ways of producing more qualified teachers. This, of course, is in essence the NEA official line. Those who have heard Dr. Trump speak about his plan (and he will talk for hours on it at the drop of the hat) will have no doubt that he believes it to be a necessary innovation even if the nation trains all the good teachers it needs. But nowhere does the film say so.

AVI readers may meet some old friends among the stars in this film—Wanda Mitchell starts the visualization off with a scene in which she teaches problem-solving to a large group. (Audiovisuals are introduced in one of the first scenes when Miss Mitchell slips an elm leaf into an opaque projector.) As a balance to large-group instruction, Henry Bissex is shown guiding a small group who discuss the pros and cons of condensed books. Thus the narrator, Hugh Downs, deftly leads from one concept to another—large-group instruction, small-group discussion, independent study, teaching teams, audiovisual aids, instruction assistants, 20-minute class periods and multiples thereof, and new type school houses where "no bells ring"—until the viewer has a fairly comprehensive picture of what has come to be known as the "Trump Plan."

The visualization falls down badly when it comes to the projected new school buildings (probably because none have yet been built). Substitute devices such as charts and models are not introduced, and this is probably the film's biggest disappointment. Verbal descriptions by two principals scarcely suffice. Too, much of the film takes place in a studio setting which is never explained, leaving the viewer somewhat vague in his mind about what kind of housing, if any, is recommended.

Viewers who want to fill in on this phase of the film will find reading in the March 1960 issue of *Architectural Forum* on page 119 in an article entitled "Three Ace Schools for the Trump Plan." Another source is the new *Design for ETV* from Educational Facilities Laboratories, 477 Madison Avenue, New York 22.

The film's laboratory, library, and language-study scenes would no doubt have been more convincing in a real setting. However, this is probably quibbling, since the point of these scenes is simply to show how students help themselves and each other through independent study. Perhaps more serious in some minds will be the questions the film leaves unanswered.

How, for instance, would the average or below-average student handle himself in independent study? In a discussion group?

If we can't pay for more teachers, where is the money coming from for clerical help, visualizers, and new type school buildings?

What of small communities where there are no student teachers, no industries to support independent experiments (such as those of the science students in the film), in fact few resource persons other than the teacher herself?

There is no doubt but what the film over-simplifies occasionally. But again, this is not a film made to win a prize for realistic portrayal. It is a film to illustrate concepts and to stimulate discussion. As such it can be recommended as the superb tool it is apparently proving itself to be. If you want to get on the list, simply write NASSP, 1201 Sixteenth Street, N.W., Washington 6, D. C. Rental is $3 with a free copy of *New Directions to Quality Education,* the discussion guide written especially for this film by Dr. Trump.

—A.F. AND V.G.S.

NEWS NOTES from the field

Dr. Hyer Speaks in Puerto Rico; Reports Progress

TWO EVENTS LAST SPRING and summer indicate the growth of the audiovisual movement in Puerto Rico—the second annual convention of the Educational Audiovisual Association of Puerto Rico May 5, and completion July 30 of a five-week workshop in educational television sponsored by the audiovisual center of the University of Puerto Rico. Both took place at the University which is situated in Rio Piedras.

Main speaker at the former was Ann Hyer, executive secretary of DAVI, who made two major addresses, both visualized. Dr. Hyer's topics were: "Making Learning More Meaningful Through Audiovisual Aids," and "Progress of Technology and Resultant Changes in Education." She also led the discussions of two small groups considering these areas: Role of Colleges and Universities in Training of Teachers in the Field of Audiovisual Communications, and Functions of the State Department of Education in the Development of the Audiovisual Program. Upon her return Dr. Hyer reported that this year's convention was directed to the future teachers of Puerto Rico, remarking that this is another indication of the forward-looking leadership exercised in the island commonwealth.

[Another example of Puerto Rican enterprise is the translation into Spanish of the AVCOPI publication *Gateway to Learning*. Translation and distribution was undertaken by the audiovisual center at the University of Puerto Rico.]

Teofila de la Luz, director of the University's audiovisual center, reports that 30 administrators and teachers participated in the second annual educational television workshop directed by William Tomlinson of Michigan State University. Areas of study during the five weeks were: potentials of TV as a medium of instruction; basic knowledge necessary for planning; production and evaluation of TV programs; and subject areas conducive to TV teaching.

DAVI Represented at South Carolina Workshop

Shown below (at left) is Bob Snider who represented DAVI at the seventh annual workshop of the Audiovisual Council of South Carolina last spring. Others standing (l to r) are A. H. Peeler, Boyd Tyler, Leroy Brown, and T. A. Whitefield. Seated (l to r) are Carl Bradley, Jeanetta Mack, and E. C. McCollom. Sponsored by the Council in cooperation with the South Carolina State Department of Education and the Palmetto Education Association, the three-day workshop was attended by more than 40 teachers.

From the States

TECHNOLOGY and the new media are supplying themes for many state meetings, according to reports coming into the national office. The 21st annual audiovisual conference of the University of Oklahoma on July 14-15, chaired by John L. Long, considered the "effect of new materials on teaching."

The University of Texas was able to draw some of the biggest names in the teaching machines field to its conference May 9-10, among them, Sidney Pressey, Norman Crowder, Nicholas Fattu, Evan Keislar, Robert Glaser, and Paul Diederich. The meeting was sponsored by the college of education.

TEXAVED emerged this year from its fourth annual leadership conference with a credo for the organization. The conference, also in May at the University of Texas, was organized by Harold Wigren. The theme: challenge of the new media.

Purdue University was the site of the most recent example of joint AV, library, and curriculum conferences which have also met with good response in many other states—Florida and Michigan, to name two. Airborne television and teaching machines were the big topics at the Purdue meeting in May, while workshop sessions centered on other new media and instructional trends. Ann Hyer, Margaret Gill, and Eleanor Ahlers appeared on the program in several sessions, representing the professional organizations of the three fields. DAVI's 1960 keynoter, Ernest O. Melby, was banquet speaker.

Walter Wittich addressed a joint luncheon of the Florida audiovisual and library associations during a one-day meeting of the Florida Education Association in April. In the afternoon Dr. Wittich presented a visualized lecture to 750 teachers in an open meeting. He also addressed the audiovisual association's breakfast meeting, where his topic was audiovisual research.

The Long Island Audiovisual Council culminated its 25th anniversary celebration with an annual dinner June 4 where two of the Council's founders were honored — E. Carlton (Dinty) Moore, Hempstead, and Clarence Genner, Freeport. Both are still active members. Among contributors to the anniversary issue of the Council's publication, AVISO, are: Edgar Dale, Max R. Brunstetter, the late Joseph Finegan, James D. Finn, Rita Hochheimer, William Lewin, F. Dean McClusky, E. Carlton Moore, Walter Ormsby, Wendell Shields, Paul Witt.

The former Rhodes Scholar as he was photographed at the Archives Exhibit during the DAVI Convention in Minneapolis, 1958.

Mr. Hamilton Honored

A new library now under construction at Edinboro State College (Pennsylvania) will be named Hamilton Library in honor of George E. Hamilton, president of Keystone View Company. Mr. Hamilton is a former Rhodes Scholar, having been named as a student from Earlham College, Indiana, to attend Oxford University from 1904 to 1907. At Oxford he read for honors in history and political science, earning his bachelor and master's degrees there. Mr. Hamilton once taught a one-room school and upon his return from England taught high school Latin at Richmond, Indiana. Later he served for seven years as assistant manager of the D. C. Heath Company, Chicago. He joined Keystone View as a salesman in 1919, advancing to the position of education director, vice president, then president.

According to college officials at Edinboro State, the new library will house 100,000 volumes in open stacks in addition to a large undergraduate reading room, seminar rooms, faculty reading room, music listening room, and individual study cubicles. DAVI joins Mr. Hamilton's many well-wishers in offering congratulations.

Other Personal Notes

ROY WENGER, professor of education, Kent State University (Kent, Ohio) has been appointed acting dean of the graduate school to serve until a permanent successor to the retiring dean, Raymond Clark, has been chosen.

J. C. FITZGERALD, director of the division of continuing education at Oklahoma State University, has been named president-elect of the NEA Department of Rural Education.

MENDEL SHERMAN is back at Indiana University after two years in Thailand as audiovisual specialist for ICA.

Job Changes

JOHN G. CHURCH, from Eastern Washington College of Education where he was director of instructional materials, to the State Education Department, Albany, New York, as associate in educational communications.

HAROLD W. COMAN, formerly director of instructional aids, Spokane public schools, appointed as director of personnel services, same system. ROBERT PRYOR is the new instructional aids director.

THOMAS D. CLEMENS, from San Jose State College, to the U.S. Office of Education, New Media Branch, as research coordinator. He succeeds WARREN SEIBERT who is back at Purdue as TV program research consultant. SIDNEY C. EBOCH replaces Clemens as coordinator for faculty services in the audiovisual center at San Jose.

A. A. LUMSDAINE, from the American Institute for Research, Pittsburgh, to the school of education, University of California at Los Angeles.

JERRY MARS, from Lyndon Teachers College, Vermont, where he was dean of instruction, to Syracuse University as assistant to Don Ely, director of the audiovisual center.

WILLAM MAVRIDES, from Fisk University at Nashville, where he was director of TV, to the University of Akron where he will assume duties as TV coordinator.

HENRY R. MCCARTY, JR., from Texas Technological College (Lubbock) where he was director of the West Texas Audiovisual Cooperative Service and assistant professor of education, to the San Diego County department of education where he will be director of audiovisual services.

EUGENE OXHANDLER, from Pennsylvania State University where he was assistant professor of audiovisual education, to Syracuse University as associate director for research.

Prigge McCarty Mavrides

WILLIAM C. PRIGGE, from Indiana University where he was instructor in audiovisual education, to the Indiana Department of Public Instruction where he will be audiovisual supervisor. Mr. Prigge succeeds ALTHA SULLIVAN who has accepted a position with a commercial firm.

(Continued on page 218)

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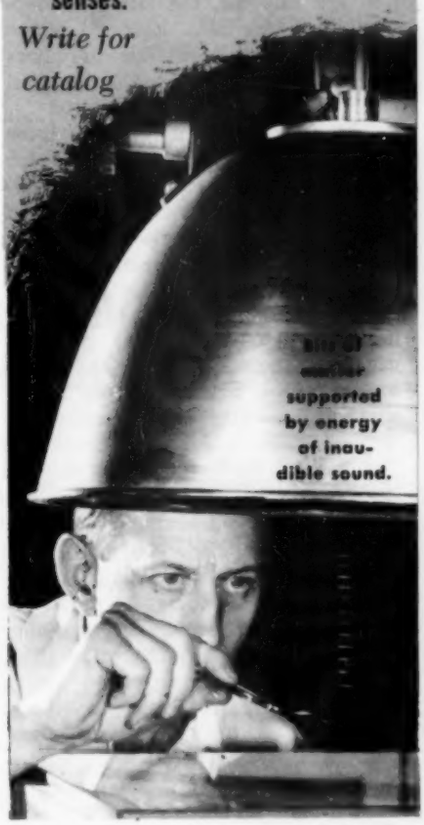

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AV Highlights from the Periodicals

by Edward T. Schofield

"Audio-Visual Aids in the High School," by Theodore Huebener. **Modern Language Journal** 43: 266-67, October 1959.

Suggests a number of ways by which foreign language instruction can be improved through the use of a variety of audiovisual aids. Stress is placed on the gradual transition of emphasis in foreign language teaching from the employment of audiovisual materials for "cultural" and enrichment purposes to audiovisual devices for oral training. While both types of utilization are valuable, the latter development had long been neglected in the field. The newer possibilities in phonograph disc and tape for both aural and oral training are highlighted.

The author calls attention to these basic and simple procedures which must be followed in teaching with audiovisual aids: (1) careful selection of material, (2) previewing by the teacher, (3) making necessary arrangements in advance for projection or for other types of use, (4) preparing the students, and (5) planning discussion so as "to gain the maximum in observation, critical thinking, acquisition of knowledge and appreciation."

"Tenth Yearly Study and Comments on a Decade of Televiewing," by Paul A. Witty and others. **Elementary English** 36: 581-86, December 1959.

The director of the Psycho-Educational Clinic at Northwestern University summarizes findings of the tenth yearly study of television, begun under his supervision in 1949. More than 2,000 questionnaires are sent to pupils, teachers, and parents in order to secure data for this annual investigation. The study notes that despite changes in television programming, many parents and teachers are still dissatisfied with the fare their children are exposed to; however, the early attitudes regarding the physical effects of television such as eyestrain have diminished.

Adjustment problems in behavior—increased nervousness, neglect of homework, etc.—still loom as important ones. Although parents report that television makes serious inroads on reading, Witty says: "This has not been the case, nor has the quality of reading suffered greatly. In fact, statements of librarians suggest that the quantity of children's reading has actually increased." He also notes other beneficial results deriving from increased information. Many children, he writes, are learning from TV "much about science, the lands and cultures of other peoples, and the satisfaction to be found in books."

"ETV's Role in State and Region," by Sam H. Moorer. **Educational Leadership** 17: 230-32, January 1960.

The author, who is director of the Division of Instructional Services at the Florida State Department of Education, considers in this article the curricular implications of state and regional ETV networks. Beginning with a recapitulation of the broad principles of curriculum development, the writer finds that there need be no controversy over whether the curriculum should be built at the state or local level. He maintains that this is "not an 'either/or' proposition." State and regional program planning—therefore, curricular direction—should concentrate on needs "considered to be most common and most widespread throughout the state and the region."

The major point of Dr. Moorer's observations is that educational television should be used primarily to improve education and should concern itself less with solving teacher shortage. He advocates a course that would "test the uses to which television may be put . . . in the light of the kind of curriculum and teaching we wish in our schools and colleges."

"Maps and Globes: A Story of the Earth," by Donald Inbody. **Elementary School Journal** 60: 270-73, February 1960.

"Map study is more than finding places on a map. Map study is a way of learning a story—the story of earth and its peoples." This conclusion, reached by Donald Inbody of the University of Kansas, is documented by his presentation of ways to use maps, beginning as early as kindergarten and first grade. Emphasizing the wealth of ideas to be found on the map or the globe, the author deplores its utilization merely to find names and locations. This, he says, is like using a story book only to read names. The article explores such ideas as (1) concepts children need early in their study of maps, (2) when to begin map-reading, (3) criteria in the selection of a globe, (4) the study of map symbols, and (5) the integration of map study with other information.

"Materials Assist Inservice Growth," by A. K. Trenholme, Jr. **Educational Leadership** 17: 347-50, March 1960.

The director of the Department of Instructional Materials of the public schools of Portland, Oregon, discusses ways in which teachers' practices and understandings can be changed through the creative use of materials. The many facets of our present-day civilization which provide revolutionary changes overnight make imperative the emphasis placed on inservice education. Trenholme believes that the organization and availability of many good materials are an essential part of any inservice education program. He gives as examples teachers' guides for films and texts, motion pictures, television programs, resource units, and other special publications. Illustrations of activities developed in the materials program are drawn from different cities throughout the United States: the effort in New York City to meet the challenges resulting from the influx of Puerto Ricans; the recent introduction of a new map study program in the schools of Spokane, Washington; the help given to homeroom teachers in art instruction in the Seattle schools; and the production and use of sound filmstrips for inservice education in the schools of Los Angeles.

"Photoduplication in Libraries." **Library Trends** 8: 345-492, January 1960.

In a series of ten presentations, the authors examine as a new medium in the field of communication the uses of photographic methods for recording and transmitting information. While they center their findings in terms of library utilization, audiovisual direc-

tors will undoubtedly be interested in the ramifications of photoduplication as described. Introducing the special issue is a history of microfilm activity by Lester Born, head of the Manuscripts Section, Descriptive Cataloging Division, Library of Congress. While this historical account covers a few brief decades, the information reveals the rapidity with which this technique has achieved a major role in the library's services. Microforms as library resources are considered, together with problems inherent in administering these materials. The article also explores copying methods as applied to library operations and policy questions relating to library photoduplication laboratories. Summarizing and projecting the science for the future is discussed by Robert Scott of the Microreproduction Laboratory, Massachusetts Institute of Technology.

"The Use of Audio-Visual Materials in Science Instruction," by Ross O. Armstrong. **Education** 80: 24-27, September 1959.

The use of materials by science teachers is at the core of this presentation by the audiovisual specialist at Iowa State Teachers College in Cedar Falls. The science teacher can effect maximum results with a fourfold approach to audiovisual aids, the author thinks. Beginning with a careful selection, then an efficient utilization of the most suitable materials for his purposes, he naturally proceeds to the development of his own materials for special needs and to making suggestions for revising and producing commercially-produced aids.

Some comments on complete "packages" of teaching films in science are given, noting particularly the need for cautious and thorough previewing. Relating science teachers' needs to previewing new materials is explored first by studying ways in which classroom teachers traditionally use films and then by addressing the reader's interest to suggested new or challenging potential values in films, such as "motivators" or "summarizers." The author has found, despite the potentials cited above, that science teachers generally limit film use to clarification, overview, and demonstration.

In deciding whether to produce locally or not, the author thinks that teachers should ask themselves these questions: "Can anything else do a better job more economically? Is the value derived worth the time and effort involved?"

TV and Language Teaching

Television and the teaching of modern foreign languages is described in four articles in the *Modern Language Journal*, Vol. 43, December 1959. In the first, "French by TV," Howard Nostrand outlines activities at KCTS-TV at the University of Washington. He discusses two programs, "College French" and "French for the Family."

Other foreign languages taught by television are discussed in articles on: teaching Russian in the Cleveland area, by Thais Lindstrom of Western Reserve University; teaching German as given through three elementary programs at the University of Washington, by George Buck; and teaching Spanish, by George Wilkins, Jr., of Tulane University.

All four experimenters seem to be in agreement with Nostrand, who says: "The main virtue of television as a medium for language teaching appears to be that it can enable a selected teacher to enter into close, individual rapport with a great many students at the same time."

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King Comments on the Konica and Other Equipment

IN LAST JANUARY'S ISSUE of AVI, I mentioned that I had just received a Konica IIIM 35mm camera and that after I had had a chance to use it I would report in further detail. This is the report.

I believe I have put the IIIM model through every test to which a camera of this type is normally subjected and I can say that I am much impressed. I recommend it wholeheartedly. I like its size and weight; it is easy to carry and convenient to use. "The lens alone is worth the price," is the company slogan. May I offer this endorsement: The camera has an f 1.8 lens which is excellent. The pictures are clear and sharp and the lens is fast enough to allow shooting indoors without using a flash. I have one minor criticism: the camera is so designed that two pointers need to be aligned to find the correct exposure. By rotating the lens barrel, you line up a pointer on the barrel with a fixed line on the exposure meter. I find that this setting is not as critical as I would like it. I have discovered that it is possible to have the two pointers opposite each other with a full stop on each side of the correct exposure, and I do not believe that all film has this much latitude in width.

The camera has an appealing feature in its ability to take single-frame filmstrips. This simple and inexpensive way of making their own filmstrips should be of interest to many schools. Forty exposures can be secured from a regular 20-exposure roll of color or black-and-white film and, of course, 72 exposures on a 36-exposure roll. On one occasion I held my camera horizontally for most of the shooting, not stopping to think how a filmstrip normally goes through a projector. I found that I was wasting much of the film area by not holding my camera in a position for vertical pictures. Fortunately, the type of filmstrip projector I possess enabled me to rotate the barrel to show pictures either way, but this is something I should have thought of at the start.

Moderately priced, the Konica IIIM is an excellent camera and a precision instrument for school photography. May I suggest that you take the time to examine it.

A Beauty in 8mm Cameras

I have stated several times in these columns that I sincerely believe that

before long schools will be using 8mm film rather than 16mm. I have had the opportunity to carefully examine the two 8mm cameras manufactured and distributed by Bell and Howell and am very much interested in the camera with the zoom lens. If you are in the market, I suggest you take a look at this beauty.

New Desk Combination

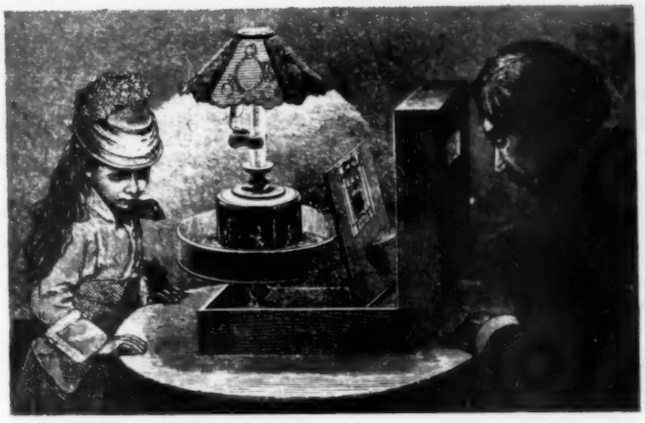
At the Cincinnati Convention, and before that at the AASA Convention in Atlantic City, the Charles Beseler Company of East Orange, New Jersey, displayed a new type of teacher's desk. Two features make it unusual. On the righthand side of the desk is a built-in overhead projector, a Master Vu-Graph which can be folded into the desk and out of the way. A small rear-view mirror enables the teacher to see the picture being projected without turning his head. A regular filing cabinet is incorporated into this piece of furniture to make it seem like an answer to a teacher's prayer. This unit is just coming on the market and is scheduled to sell for approximately $550. (For additional information, write to Martin Myers at the Charles Beseler Company, East Orange, New Jersey.)

Teaching Machines

Anyone who visited the Cincinnati Convention could not but come away impressed with the many teaching machines. For many conference participants, this was probably their first experience with this educational device. Teaching machines were displayed in all sizes and shapes, simple and complex, inexpensive and costly. I do not pretend to be able to predict the impact that these machines will have on future education, but I cannot help feeling that "teaching machine" is an unfortunate term that will turn many school administrators away. We have had similar reservations about other audiovisual devices, but this is the first, to my knowledge, that has come out under a "machine" label. (See page 195 for other references to this same terminology question.) I think, however, that all AV directors should certainly keep themselves informed about developments in this field.

Rear-Screen Projection

Have you noticed an increased number of rear-screen projection units? I have in front of me a folder describing the Fridell unit and another representing Cinevision. As your equipment editor, I would be very much interested in having opinions from teachers and AV directors who have made use of these or other rear-screen projection devices. Have they been satisfactory? If you liked them, why? Do you feel that this is a coming trend in audiovisual education?



"Goodness me!" Edna exclaimed. "It does seem devilishly ingenious, does it not?"

"La," Mr. Whittington retorted scornfully. "But it is not curriculum coordinated like a Churchill-Wexler film!"

Stereo!!!!!

Stereophonic sound equipment was again prominent among the displays at the DAVI Convention. The application of stereo sound to classroom use is still, in my opinion, an unsettled question. There are applications now, but an increasing number of uses will no doubt be found.

I like to feel that I am a reasonably good judge of sound, but I was amazed at the quality coming out of the Newcomb Stereo unit. When I received the sound through the earphones provided in the exhibit, I had the sensation that large speakers had just been turned on in the auditorium. After this experience I watched others come up, put on the headphones, turn on the tape recorder, then look around to see where the sound was coming from.

If you have not already done so, you will find this unit well worth listening to. —WILLIAM H. KING

New Appointees

Hunter

Divizia

Margaret Divizia and Armand Hunter are among new appointees to the Advisory Committee on New Educational Media recently announced by U.S. Commissioner of Education Lawrence Derthick. Mrs. Divizia, who is on a world tour until December, is on leave as audiovisual director for the Los Angeles City Schools. Dr. Hunter is director of television, Michigan State University. Other appointees are Frederick Hovde, president of Purdue University, and Mrs. William Spaulding, president of Houghton Mifflin. These four replace Glenn Seaborg, chancellor, University of California at Berkeley; Clayton Brace, Alladin Broadcasting Corporation of Denver; Richard Hull, Ohio State University; and Elizabeth Golterman, St. Louis public schools.

L. C. Larson, director of the audiovisual center at Indiana State University and among those originally named to the Committee, remains a member. The function of the Committee is primarily to review research and dissemination proposals submitted under Title VII.

Meetings Coming Up

The Southern Section of the Audiovisual Education Association of California will hold its annual conference at Pasadena State College, October 28-29. Conference exhibits, demonstrations, and workshops will be open to all educators.

"Automation and the Curriculum" will be the theme of a joint meeting by the state audiovisual associations of Washington and Oregon scheduled for October 14-15 in Vancouver, Wash.

Brooklyn Institute

Nearly 100 parents and educators attended an audiovisual institute conducted in Brooklyn last May under the sponsorship of the Bureau of Audiovisual Instruction of New York City. Participants in the day-long institute were principals, audiovisual coordinators, and representatives from the PTA's in the school district. The demonstrators were the teachers and pupils of Middle Village School (PS 87Q) where the institute was held.

Finn to Make NEA Study

Jim Finn, DAVI's president, has been selected by the National Education Association to direct a study to assess the problems created for teachers and teaching by the impact of present and predicted technological developments on education. This study will be the first phase of a two-year project of the NEA and is made possible by a contract under Part B of Title VII.

Phase I of the study will collect data on the impact of instructional technology on education and assess and analyze the data. The major outcome of Phase I, as seen at the present, will be the development of a philosophical statement or baseline document spelling out the status and inherent trends and issues.

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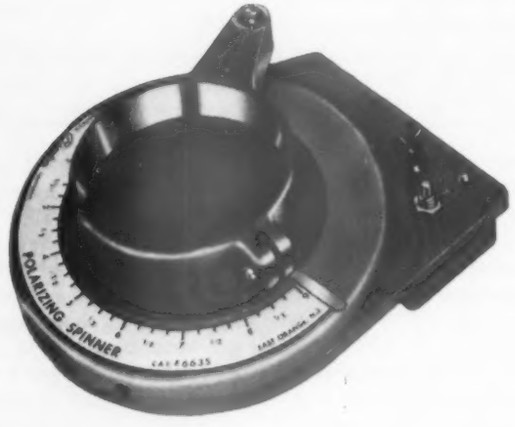

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Phase II, which will run during 1961-62, is seen as involving widespread study, discussion, and evaluation of the document produced in Phase I. It will be the intent of the project to arrive at some possible solutions and/or guidelines for making changes in educational practices which will enable educators to use effectively those technological developments which can contribute to more efficient teaching and learning. —A.L.H.

Educational Media Council Launched: Starts Project

MOTIVATED by the growing need for a national directory of educational media, the newly established Educational Media Council undertook its first project during the Council's second meeting at Michigan State June 6-7. At that time Charles Schuller, chairman pro tem, appointed a committee to draw up plans for a technical conference to recommend the best methods for implementing a national directory. Members of the committee are Lee Cochran (chairman), Ann Hyer, Carolyn Whitenack, Emily Jones, Bob Hudson, and Don White, with Dr. Schuller serving *ex officio*. The conference is scheduled for early next fall.

Carolyn Guss and Margaret Rufsvold, who, under a Title VII grant, made the initial study pointing up the need for a media directory, will serve as co-directors of the conference. Experts will be consulted on methods of procedure. Recommendations from the conference will be considered by the Council at its November meeting.

The Council, which grew out of increased cooperation during the past five years among professional organizations in the media fields, was incorporated into a non-profit corporation under the laws of Michigan, July 12.

The new corporation's eleven $100-a-year dues-paying members are: The American Book Publishers Council, American Library Association, American Textbook Publishers Institute, DAVI, Educational Film Library Association, Joint Council on Educational Television, NAEB, NAVA, National Educational Television and Radio Center, the Division of Audiovisual Communications of the National University Extension Association, and the University Film Producers Association.

Events leading up to incorporation have been reported from time to time in this magazine (see Board minutes October 1959 and June 1960). Specific action came last January at a joint DAVI - JCET - NAEB - NETRC meeting in Washington, D. C., when a decision was made to call an organizational conference. This and subsequent meetings have been financed through Title VII funds.

In anticipation of the organizational meeting, which was coordinated by Charles Schuller and Armand Hunter at Michigan State University in March, the DAVI Board of Directors voted in favor of membership during their Cincinnati meeting.

The Council's program will probably be defined along these lines:

(1) To serve as a sounding board for the participating organizations and for the U.S. Office of Education in connection with new ideas and developments in the media fields.

(2) To serve as a clearing house for the exchange of information among participating organizations and to clear up conflicts and misunderstandings which might arise through imperfect coordination along these lines.

(3) To provide at the professional level a forum on educational media problems.

(4) To serve in the development of projects which go beyond the scope of a single organization or smaller group of organizations.

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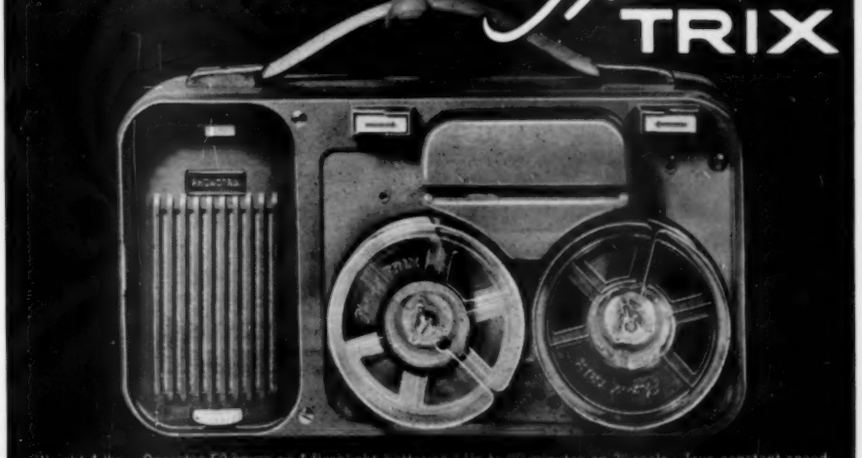

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Job Changes—Continued

HARRY J. SKORNIA, from the National Association of Educational Broadcasters as president, to the University of Illinois, the College of Journalism and Communications. Dr. Skornia reports that he will be "teaching principally graduate courses and guiding graduate studies, with the exception of one introductory course in which I see an unusual opportunity to interest people in broadcasting careers . . ."

RALPH STEETLE, from the Joint Council on Educational Television as director, to the Oregon State System of Higher Education, as associate dean, general extension division. DAVID C. STEWART succeeds him at JCET in a temporary appointment.

Graduate Workshop

Eastern New Mexico University at Portales offered its first audiovisual workshop for two-hour graduate credit, June 6-11, under the direction of its AV director, Joe Place. Attendance was limited to 42.

A theory class each morning was followed by a complete teaching demonstration of projected materials by Bob Brown, educational consultant for EBF, and a session conducted by Mickey Bloodworth, convention coordinator, DAVI. Mrs. Bloodworth's topic was "the responsibility of the teacher in making a better contribution through the use of non-projected materials."

Afternoon laboratory sessions on graphics and the use of equipment were taught by Roy Frye, AV director at Roswell, and Joe Place. Mr. Frye also instructed the evening classes in the use of high contrast photography. His bulletin board display of graphic material was one of the highlights of the week. Inservice training films were offered for preview as well as the opportunity to preview any of the films in the Portales library.

During the last morning, William Davies, AV director at Albuquerque, demonstrated teaching machines. Throughout the workshops all types of equipment and materials were on display. An unexpected bonus feature was the appearance of Floyd Golden, president of the University, who shared with the class his experiences while touring the Soviet Union with 64 other educators last October. (See page 150 May AVI for other news of this tour sponsored by the NEA.)

Mr. Place reports that he plans to make this graduate workshop an annual affair. —MICKEY BLOODWORTH

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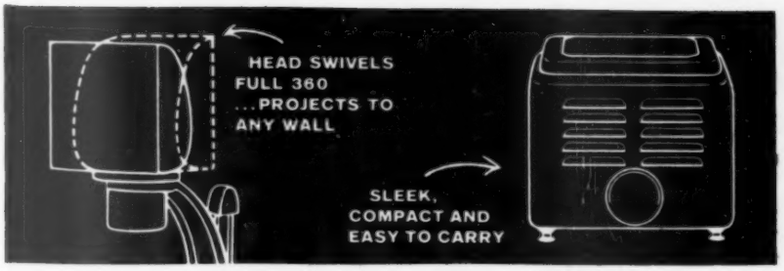

audio visual

WITH DAVI IN LOS ANGELES

MUCH FAVORABLE COMMENT has found its way back to the national office as a result of the audiovisualized presentation on instructional technology produced by DAVI as a concurrent session of the NEA Convention in Los Angeles. The session was made possible by the competent direction of Desmond P. Wedberg, lecturer in audiovisual education and assistant to the head of the cinema department at the University of Southern California, and through the cooperation of several California organizations: the Audiovisual Neighbors of Southern California; the California Audiovisual Education Dealers Association; and the Department of Audiovisual Education, University of Southern California.

[As a concurrent session of the NEA Convention the event was open to all Convention delegates as opposed to the DAVI summer meeting which mainly attracts DAVI members.]

The session was built around the dramatization of a new teacher who asks: What can I do to exploit to the utmost the enthusiasm I bring to my job as a beginning teacher? The presentation was thus set in motion as a "live" filmstrip, each strip in itself a demonstration of one of the many devices which will extend the teacher's talents and which as a whole make up the new "instructional technology."

The new teacher was "played" by Carole Atsinger, a former secretary to Jim Finn who has just completed her master's degree and who will in real life begin duties this fall as a new teacher in the South Bay Union High School District in Los Angeles.

The devices demonstrated and the protagonists in the "frames" which followed were: listening and viewing corners, Eugenia Bernthal, teacher, Pasadena City School District; educational film, Ray Denno, executive vice president, Sutherland Educational Films; language laboratories, Charles N. Butt, assistant professor of Education and Spanish, Los Angeles State College; learning kits, Robert Harris, consultant in audiovisual aids, Los Angeles City School District; teaching machines, Robert E. Corrigan, Corrigan Associates, Garden Grove, Calif.; television teacher, Yvette Miller, supervisor, Pasadena City School District; teacher education, Paul V. Robinson, assistant professor of education, University of Southern California; educational television, Robert E. Shanks, superintendent, Anaheim City School District; and, overhead projectors, James J. Fitzsimmons, executive vice president, Victorlite Industries.

Desmond Wedberg

Following the demonstrations a panel discussed the "implications of modern instructional technology." Impressed by the panoramic portrayal which had preceded, one of the panelists remarked: "Where has she (the new teacher) been?" This was a good question which could have been construed several ways but which, unfortunately, time did not permit the panel to get into. Panel members were Frances Adams (chairman), coordinator of the division of secondary education, Los Angeles County; Paul F. Lawrence, superintendent, Willowbrook School District; Elinor Richardson, audiovisual consultant, Los Angeles County; Adam Diehl, professor of Los Angeles State College; Eva Steinberg, sixth-grade teacher, Fullerton Elementary School District; and Betty Finn (Mrs. James D.), teacher of American problems, La Puente Union High School District (Whittier.)

The session was coordinated by Anna L. Hyer, executive secretary of DAVI and director of the Division of Audiovisual Instructional Services, NEA, with James Finn, DAVI president, as chairman. Dr. Hyer wishes to acknowledge the services of Mr. Wedberg's production assistants, Ronald McBeath, Donald Perrin, and Francis Withopf, all of the audiovisual education department, University of Southern California. She also thanks the Ralke Company of Hollywood for their loan of projection equipment.

SHOWN below are Ernestine Runner and Jim Finn with Motion Picture Star Jeff Chandler who addressed the DAVI summer meeting luncheon, Monday, June 27. His topic was "The Impact of Hollywood on Education." Mrs. Runner, chairman of the planning committee, presided at the luncheon. President Finn delivered the main address, the text of which appears on the next pages. Demonstrations, also during the morning, were given by Rosemary Sawyer, Eugene White, Robert Harris, Mary Broderick, Norm Rossell, and Mrs. Helen Thompson, all Los Angeles City Schools. Clarence Spencer, Marin County, presided. Other members of Mrs. Runner's committee were Robert Gerletti, Los Angeles County; Donald Hare, Glendale City Schools; Charles Betts, Alhambra City Schools; and Eugene White.

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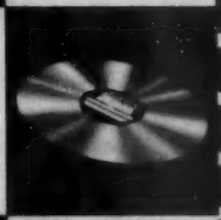

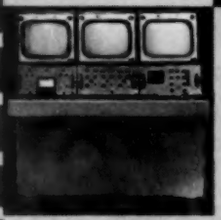

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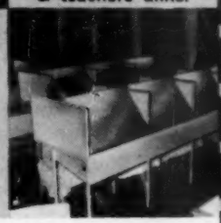

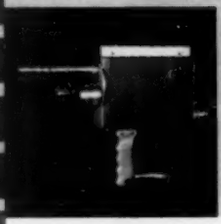

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BY JAMES D. FINN

TECHNOLOGICAL INNOVATION IN EDUCATION

Some remarks on DAVI and the heritage of King Canute . . .

. . . when (King Canute) came home (as some write) he did grow greatlie into pride, insomuch that being neereto the Thames, or rather (as other write) vpon the sea strand, neereto Southampton, and perceiuing the water to rise by reason of the tide, he cast off his gowne, and wrapping it round togither, threw it on the sands verie neere the increasing water, and sat him downe vpon it, speaking these or the like words of the sea "Thou art (saith he) within the compasse of my dominion, and the ground whereon I sit is mine, and thou knowest that no wight dare disobeie my commandements; I therefore doo now command thee not to rise vpon my ground, nor to presume to wet anie part of thy souereigne lord and gouernour." But the sea keeping hir course, rose still higher and higher, and ouerflowed not onelie the kings feet, but also flashed vp vnto his legs and knees. Wherewith the king started suddenlie vp, and withdrew from it, saieng withall to his nobles that were about him: "Behold you noble men, you call me king, which can not so much as staie by my commandement this small portion of water.[1]

THERE WERE, in Holinshed's time, at least two different versions of the story of Canute and the sea. The heritage that has come down to us, however, is contained in the bare bones of the story—the futility of man commanding the sea to stand still. One does not have to be an historical determinist to accept the point. If old Canute had wanted to do something about the tide, he could at least have built a sea wall.

In checking into the story of Canute, I ran into an interesting sidelight. Canute wrested control of Britain from Ethelred, the King of Wessex. Some authorities called him Ethelred, the Unready; others, Ethelred, the Redeless—meaning a man who lacks counsel. Again however, using Marshall McLuhan's concept of the bare bones of a code surviving subsequent changes in culture, the stark idea of ordering the sea to turn back and the equally stark idea of defeat because the leadership was unready appeal to me as a way to start thinking about the problem of technological innovation in education.

Actually, I am indebted to Francis Noel for the suggestion that this subject be examined in some detail. Last winter, at the state meeting of the Audio-Visual Education Association of California, Francis, in a brief speech, uttered a warning to the membership that they were running the risk of becoming fat and lazy on the job right in the middle of the greatest tide of technological change ever to hit the audiovisual movement—right at the time when they should be lean and hard and hungry. In such a context I would like to discuss DAVI, our own national organization. We must, I think, raise the question as to what is the role of such an organization in this era of swift change in our own business.

DAVI is now very important. As a group of people working with modern communication devices in education, we find suddenly that there is great national and international interest in what we do and say. We find many other groups either asking us for help or counsel, or invading our territory. The professional educator, the school board member, the PTA, the news media, politicians and taxpayers groups, and even the critics of education have all suddenly discovered instructional technology and, consequently, DAVI. Incidentally, this sudden importance poses many internal problems which it is going to take us several years to solve. Our immediate problem, however, is to assess this importance—which, of course, we always felt we had—in more general terms.

The basic reasons for this interest are known to all of you. They are rooted in the twin explosions of population and knowledge, in international tension, in the teacher shortage, in the lack of facilities, and so on. Fundamental to all of these, however, is the fact that technological change—partly as an effort to

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* Originally made as the president's address to the DAVI summer meeting in Los Angeles, June 27, 1960.

[1] From Holinshed's **Chronicles,** Book VII, Chapter 13 (Edition of 1586, reprinted for J. Johnson et al., London: 1807).

solve some of these problems and partly by its very nature of constant expansion—has invaded all of education to the point where it is inescapable.

I am sure that most DAVI members are now well acquainted with the nature of these changes. Since I have discussed them at length elsewhere,[2] there seems to be no need at this point to reexamine the so-called leading edge of the audiovisual movement in detail. The list is long: television, teaching machines, language laboratories and video tape are bringing us multiple problems; we are now faced with 8mm sound film, airborne TV, thermo-plastic recording, multiple projection units and the development of whole instructional systems; along with this we are dealing with new school designs, new patterns of organization, new curricula, problems in the creative production of materials, problems of control, et cetera.

There are two elements that relate to this change that I should like to emphasize. The first is speed. Dr. Roy Simpson, state superintendent of public instruction in California, cited an interesting comparison in a recent speech. He referred to an official of the Defense Department who said:

> In Nero's time, or even 1500 years before that, man could travel only as fast as a horse could carry him. Thirty centuries later, when Columbus discovered America, the speed at which a man could travel was still limited to the speed of a horse. Two centuries later, when Paul Revere made Longfellow famous, he was still dependent on Dobbin.
>
> So, on our graph we would have a straight line from 1500 B.C. to about 1830. About then, after centuries of scientific stalemate, the Iron Horse broke the "oat barrier" and the technology of transportation was born. In 1910, our first military airplane had a speed of 42 miles per hour. Thirty-five years later, persistence had pushed speed up to 470 miles per hour.
>
> Then in 1945, progress changed its pace again. It stampeded! In the decade from 1945 to 1955 man catapulted his speed from 470 miles per hour to more than 1,500 miles per hour. . . .
>
> Our curve which ran dead level for more than 30 centuries, curved gently upward with an increasing slope from 1830 to 1945. Then it careened around a corner and shot skyward. The horizontal line has gone almost vertical. . . .[3]

There is no doubt in my mind that we have broken through the "oat barrier" in education. This means that each successive development will take effect in a shorter time than the last one. Compare, for example, the rate of acceptance of the sound film with television. Ten years after the introduction of sound motion pictures into education there were film libraries that were not buying a single print of a sound motion picture, so convinced were they that silent film was as far as education ought to go.

Television has caught on much more quickly and with wider effect. I would predict that, other things being equal, teaching machines will outstrip television as to rate of integration into the educational system. The problem of programming, seen as a great deterrent just a few months ago, seems much closer to solution. One large educational film producer, for example, has five teams of programmers in the field turning out material with great rapidity. A school in New York that has experimented a great deal in this field is setting up a general programming service. Our curve is going up right beside the transportation curve. I hate to speculate on what might be possible with 8mm sound film at this point in time.

The second element of importance in technological change is that it is cumulative. Consider the automobile. C. L. McCuen of the General Motors Research Laboratories noted a few years ago that:

> [The automobile] is the modern version of a road vehicle first built by the French engineer Cugnot in 1769. It is Otto's contribution of the four-cycle engine. It is the basic electrical discoveries of Henry, Faraday, Ampere, Volta, and Benjamin Franklin. It is Kettering's self-starter and Thomas Midgley's tetraethyl lead.[4]

In this second element, the cumulative effect of technology, we find the explanation for the first—the speed of change. Cumulation has affected the audiovisual technological complex to such an extent that, today, we are, willy-nilly, in a new phase—as when water suddenly turns to steam, to borrow from Willard Gibbs by way of Henry Adams.

The nature of this change, then, presents the basic problems for people who are organized together to promote the technology of instruction. And I must insist that, going back to the Keystone slide sets and stereographs at the turn of the century, this is what the audiovisual field has always been about. We have been attempting to introduce and to manage instructional technology; this term of course, must be broadly defined; it includes the systems involved, the methods of use, the learning research which supports it, the measured reactions of social groups to media and many other elements.

This wave of technological change, like the waves of Canute, will not go away. One of the problems I have faced as president of DAVI is that, by the mere process of calling attention to these overwhelming facts, I have been shot at, verbally, even by some of our own members. It has been suggested, for example, that we should forget about teaching machines[5] on the grounds that they are primarily verbal devices—in the face of evidence that some of the better machines use audiovisual methods of presentation and of the more fundamental fact that these technological devices will obviously be treated within the school and college situation as are the other "teaching machines" such as the motion picture projector, the television receiver and the tape recorder.

With more general audiences of teachers and administrators, the unrest is even greater. I have been accused of inventing the vacuum tube and the transistor in order to replace teachers. I wish I had invented these devices; having missed that opportunity, I can only assure the threatened educators that they will not go away. Our problem remains as I have stated it before: ". . . not so much of how to live with [instructional technology] on some kind of a feather-bedding

[2] Finn, James D. "Technology and the Instructional Process." **Audiovisual Communication Review** 8: 5-26; Winter 1960.

[3] Address by Roy E. Simpson to the Spring Conference of the California Association of County School Superintendents at Asilomar, March 14, 1960 (mimeo), p. 4-5.

[4] McCuen, C. L. **The Challenge of Engineering's Second 100 Years.** Detroit: General Motors Corporation, 1952, p. 12-13.

[5] A new term now circulating among psychologists and others interested in teaching machines and likely to be adopted is "auto-instructional devices." (See page 195.)

basis as how to control it so that the proper objectives of education may be served and the human being remain central in the process."[6]

A Profession of Innovators

Within this pattern of unrest and change and desire of some people to order the waves to stand back, what is the role of DAVI? More generally, what is the role of an organization of educational innovators?

We have, I think, to begin with a realistic assessment of the nature of our membership and of our organization. Any organization such as ours is a conglomerate sum of a professional association, a learned society, a trade union, a trade association and some kind of a social group within which we can carry on shop talk. Our members include full-time teachers who are personally interested in the use of audiovisual materials or who are in charge of a program for their department or building, college professors who do research in this field, administrators of audiovisual service programs large and small, producers of materials from graphics to television programs, psychologists, curriculum specialists, librarians, government information specialists, broadcasters, military and religious audiovisual people —and many others. We are conglomerate in both purpose and membership and yet, as a whole, with this mutual interest in a field almost impossible to define, we sit on the rising curve of swift technological change in education with some hope of giving it direction.

If I were to sum up the meaning of this description of the membership of DAVI and its organization, I would have to say that we are moving in the direction of becoming a true professional organization of extreme importance to education and to America. We have a long way to go, but not as far as we did in 1952 when, as some of you know, I attempted to make an assessment of our status as a profession.[7]

At that time, I examined the DAVI situation using six criteria usually accepted as measuring the degree of professionalization of a group of workers. I am interested here only in exploring further the sixth criterion which stated that a profession had "an organized body of intellectual theory constantly expanding by research." To this, I would like to add a seventh, namely, that a profession must have the ability to exercise its own leadership.

To some, the idea that a profession must exercise its own leadership may sound like a contradiction in terms. A little thought, however, will reveal that all professions, one way or another, tend to turn into priesthoods. And, long ago, William James said that a priesthood never initiates its own reforms. To some degree, this has happened with the audiovisual field. We must face the brute fact that many of the recent innovations giving us headaches today have been forced upon us from the outside. I would be the first to say that this has, by no means, been entirely the fault of the audiovisual profession. Some of this short-circuiting has been deliberate on the part of outside agencies for other purposes; some has been the result of technological accident—an invention or process just turns up and people outside of our group begin to work with it.

Other audiovisual innovations taken over by, offered to, or otherwise passed on to groups outside the mainstream of the audiovisual movement have ended up where they have because individual members of our profession have refused to see the relevance of these innovations in the pattern of instructional technology. A recent historic example—recent enough to have occurred within the last 20 years and yet far enough away in time so as not to be threatening—is illustrative. Exactly 20 years ago at a DAVI meeting in connection with the NEA summer convention, a discussion was held as to whether or not we should change the name from the Department of Visual Instruction to the Department of Audio-Visual Instruction. It was suggested that the time was ripe as the people interested in educational radio and recordings were then meeting to discuss the formation of what was later called the Association for Education by Radio. (The descendant of this organization was absorbed into the NAEB a year or two ago.)

I'll never forget the remark of an audiovisual director (since passed on) who said, "What are we talking about radio and recordings for? I have enough to do just to keep up with films put out by Encyclopaedia Britannica and Coronet." There was other opposition, too, and we remained DVI for some years after that. The members of the organization refused to take the responsibility for their own leadership. True, we were small, weak and scattered. But perhaps that's why we remained so for much longer than necessary.

I should like to emphasize that this business of exerting leadership depends primarily upon the sixth criterion, an organized body of theory constantly expanding by research. No one, no profession, no organization can seize the present and bend the future to proper ends without it. We must know our own posture; we must know where we want to go and why. In an intellectual field, this becomes a demanding intellectual problem placing constantly higher requirements upon our members. The way of the innovator is hard.

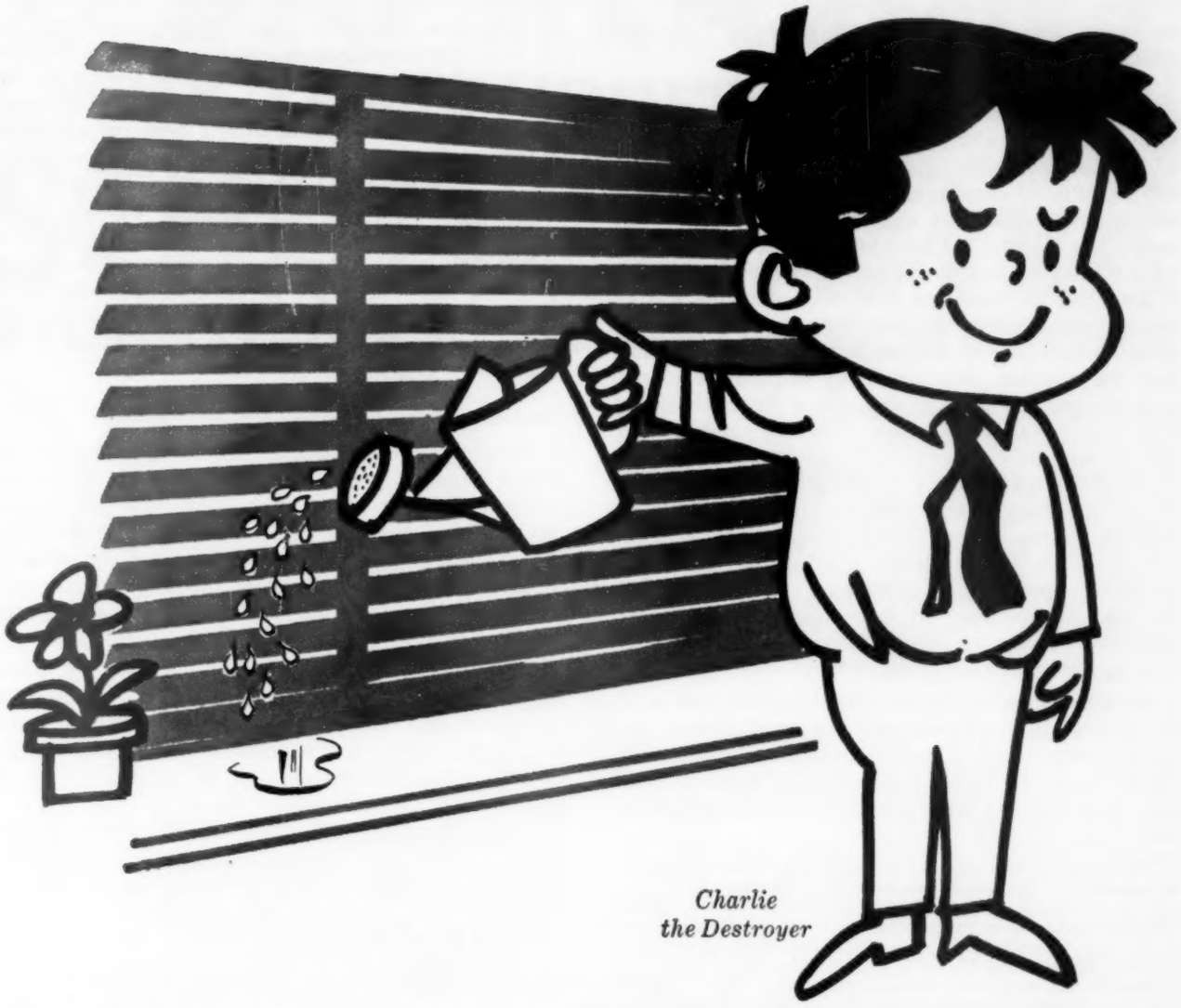
The Practical Sociology of Innovation

If intellectual demands make the life of the innovator difficult, what I call the "practical sociology of innovation" makes it even more so. Actually, in the audiovisual movement we face two problems of innovation simultaneously. The first—and this is more of a problem than ever before—is resistance to innovation by our own members. Some of them are playing Canute and Ethelred the Unready at the same time; they want the waves to stand still and they're not ready to deal with the tide when it keeps rolling in.

Second, we always have been, to some degree, the innovators of the educational profession. This is because we have always been the technologists of learning and, in our society, the technologist is the innovator. Some of our members remember the time when they

[6] Finn, James D. **op. cit.**, p. 21.

[7] Finn, James D. "Professionalizing the Audiovisual Field." **Audiovisual Communication Review** 1: 6-17; Winter 1953.



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had to go out and sell the idea of using a motion picture in the classroom; and, in many places it was about as easy as selling Mr. Khrushchev on subscribing to a U-2 photographic service. As a matter of fact, this idea of using films extensively in teaching is by no means completely sold to the whole of American education to this day.

It should be obvious that we cannot develop new ideas and processes within all of American education until we first learn to live with change and innovation within our own professional segment. We are in danger, I think, of developing an audiovisual orthodoxy—which was what Francis Noel was worried about in Sacramento last winter. We have too many people who are what might be called 90-day audiovisual pioneers. That is, for a time they were out in front of education waving the banners for film libraries, tape recorders, central sound systems, or the concept that the concrete is better than the abstract. But pioneering is hard work, and many people don't care to stay with it for much longer than the proverbial 90 days. And so some of our friends stopped pioneering as soon as they acquired a little living space, status, or an instructional materials center. And they became orthodox and fat, and change-resistors. Worse, some of them stopped thinking, worrying, and wrestling with the problems of the swiftly developing instructional technology. This is part of the practical sociology of innovation. It hurts more right now because we happen to have hit one of those swift rising audiovisual cycles.

Another aspect of the sociology of innovation is at the opposite pole. We can have too much novelty, too much change which is neither useful nor ornamental. Hardy Cross, the famous engineering professor at Yale, once gave the engineers some advice that applies as well to us. He said:

> The problems of today are in many respects the problems of hundreds of years ago, but these problems deal sometimes with new materials and *always* with different conditions. When a problem is all solved and the answer is very definitely known in the field of engineering, it is about time to investigate that problem again, because what is known is probably known for certain limited materials. But novelty should not be pursued for itself alone. The novelty often consists in merely doing another thing in about the same way that other things have been done before.[8]

We don't need orthodoxy, but we do need the law of conservation of audiovisual energy. We need hard thinking, based upon our general intellectual posture, as to which is baby and which is bath. We also do *not* need any additional self-annointed experts springing from nowhere to lead a charge for a fad which, for a few short months or a year or two, makes them into some kind of local savants. This matter of conservation, of distinguishing dross from gold, is also part of the practical sociology of innovation.

In this context, I should also like to deal with a point which Ray Carpenter recently called to my attention. This point, too, underlines the fact that the way of the educational innovator is hard. If a man discovers a new vaccine, develops a new method of transportation, discovers a new fuel for compact cars or a new base for milady's make-up; even if he should write a new poem—he is, for the most part, highly honored. He receives money, a gold watch, is listened to as he comments on education or the state of relations with Ghana and is invited to sit at the head table.

Innovation of certain kinds is highly rewarded. Not so with educational innovation; in many cases the educational innovator is punished. I know personally, for example, of a friend with a reputation as an educational innovator who was blocked from a large and important job merely because he had carried out his ideas. Other friends have been castigated by their colleagues and have been denounced in professional circles for the same reason. Until such time as educational innovation is justly rewarded, the practical sociology works against us. The network of groups back of the educational innovator is not necessarily one to which he can turn for approval. This is a great deterrent to us in our business of educational innovation.

Innovation and Cultural Change

Instructional technology, which has become the major basis for educational change now and in the foreseeable future, also presents us with professional problems at a level somewhat higher than that of practical sociology. I refer to the fact that the kind of innovation we are facing in the American culture as a whole and in our specific educational culture is of such a nature that it can change these cultures overnight.

In his new book, *The Two Cultures and the Scientific Revolution,* C. P. Snow states flatly: "I believe the industrial society of electronics, atomic energy, automation, is in cardinal respects different in kind from any that has gone before, and will change the world much more."[9]

When we consider the audiovisual segment of education and the new media with which we deal, the words of Marshall McLuhan are as plain:

> The children of technological man respond with untaught delight to the poetry of trains, ships, planes, and to the beauty of machine products. In the schoolroom, officialdom suppresses all their natural experience; children are divorced from their culture. They are not permitted to approach the traditional heritage of mankind through the door of technological awareness; this only possible door for them is slammed in their faces. . . .
>
> Photography and cinema have abolished realism as too easy; they substitute themselves for realism.
>
> All the new media, including the press, are art forms that have the power of imposing, like poetry, their own assumptions. The new media are not ways of relating us to the old "real" world; they *are* the real world, and they reshape what remains of the old world at will.
>
> Official culture still strives to force the new media to do the work of the old media. But the horseless carriage did not do the work of the horse; it abolished the horse and did what the horse could never do. Horses are fine. So are books.
>
> Technological art takes the whole earth and its population as its material, not as its form.
>
> It is too late to be frightened or disgusted, to greet the unseen with a sneer. Ordinary life-work demands that we harness and subordinate the media to human ends.[10]

If, as a profession within education, we are to control the new instructional technology, we must realize and

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[8] Cross, Hardy. **Engineers and Ivory Towers.** New York: McGraw-Hill Book Co., 1952, p. 22-23.

[9] Snow, C. P. **The Two Cultures and the Scientific Revolution.** New York: Cambridge University Press, 1959, p. 31.

[10] Carpenter, Edmund and McLuhan, Marshall. **Explorations in Communication.** Boston: Beacon Press, 1960, p. 180-82.

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live with this fundamental fact of cultural change. It should be neither a surprise nor the crack of doom to us that the role of the teacher will probably change drastically in the future; it should be a challenge to solve the problem so that the nation, the students, and the profession will all benefit.

To use another example, there is no question in my mind that we cannot afford to retain an orthodox position on reading instruction. The culture has changed. Children are beginning school after six years of adult education, presented them by television, motion pictures, radio, advertising and a host of other media. Their vocabularies are simply not those discovered by Thorndike and others years ago. Their stock of meanings has changed. This probably implies a new system of reading instruction involving audiovisual approaches, phonetic analysis, and yet-undiscovered methods; it certainly does not mean the slow addition of 150-200 words a year.

The basis of one of the hard-core audiovisual concepts—the idea of some kind of a linear relationship between the concrete and abstract symbols—is increasingly being called into question by Gerbner, McLuhan and others. This, again, is due to basic cultural changes brought about by the technology of the new media. The sensory-realist position of 1900, still defended by some of our members, is rapidly giving way. This is but another example.

What, then, does all of this mean to the audiovisual profession? It means, first, that we have to understand and live with accelerating technological change in our own business; it means second, that we must learn to master these changes and help integrate them into the educational process so that their benefits may be useful and rewarding; it means, third, that we cannot let the practical sociology of the situation deter us or we will lose control of the movement; it means, fourth, that we must lead an intellectually demanding professional life in order to deal with the forces of technology with which we daily work.

Finally, it means that we should remember the words of Edgar Dale from a recent article in which he said:

> The disease in all professions is stagnation, a failure to grow in professional wisdom and competence. The curve of growth is not typically a constantly rising line, but one in which plateaus are soon reached. We wonder why children don't want to learn, yet their teachers may exemplify persons who have stopped learning, who have little feeling of the need for disciplining themselves to high standards of professional excellence.[11]

DAVI, if it turns out to be nothing else, must be an organization of innovators. In it we need no Canutes; more important we can have no Ethelreds who are unready. The way of the innovator can be exciting, if hard. I invite you to live it.

---

[11] Dale, Edgar. "What Is the Image of Man Tomorrow?" **Childhood Education** Vol. 36, No. 9; May 1960, p. 400.

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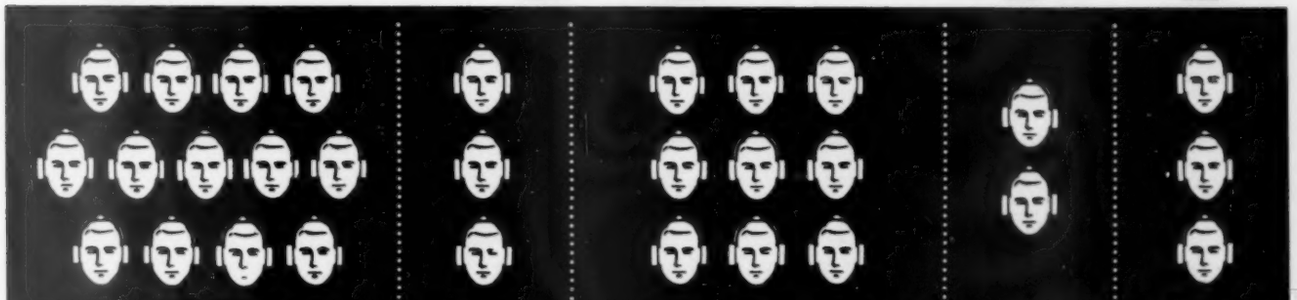

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